DOCUMENT RESUME

ED 090 077 SO 007 157

TITLE	Educational Research in Finland 1971-1972. Reports from the Institute for Education Research, 175/1973.
INSTITUTION	Jyvaskyla Univ. (Finland). Inst. for Educational Research.
PUB DATE	73
NOTE	132p.
AVAILABLE FROM	Institute for Educational Research, SF - 40100 SYVASKYLA 10, Finland $2.00, single copy, offset report
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	*Comparative Education; *Educational Research; Educational Researchers; Elementary Education; Higher Education; *Institutional Research; National Surveys; Research Methodology; Research Projects; Secondary Education
IDENTIFIERS	*Finland

ABSTRACT

The report contains results of a national survey of educational research completed or in progress in Finland during 1971-72. Research institutes are listed in alphabetical order according to the town in which they are located. The following information is provided for each institute: 1) title of research being conducted; 2) names of researchers; 3) bibliographic reference as to where a report on the research has been or will be published; 4) background, aims, and methodology of the research; 5) starting and probable completion date; 6) source of finance; 7) subject descriptors; and 8) main findings of completed research. A subject index and index of researchers are provided. (Author/RM)

ED 090077

KASVATUSTIETEIDEN TUTKIMUSLAITOKSEN JULKAISUJA

REPORTS FROM THE INSTITUTE FOR EDUCATIONAL RESEARCH

JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SO007157

175/1973 **Educational research in Finland 1971—1972**

ED 090077

MAR 14 1974

EDUCATIONAL RESEARCH IN FINLAND 1971 - 1972

Kasvatustieteiden tutkimuslaitoksen julkaisuja
175/1973

CONTENTS

Page

Introduction I

Helsingin yliopisto. Kasvatustieteen laitos -
Institute of Education, University of Helsinki
Fabianinkatu 28, 00100 Helsinki 10 1

Jyväskylän yliopisto, Erityispedagogiikan laitos -
Institute of Special Education, University of Jyväskylä
40100 Jyväskylä 10 20

Jyväskylän yliopisto. Kasvatustieteen laitos -
Institute of Education, University of Jyväskylä
40100 Jyväskylä 10 26

Jyväskylän yliopisto, Kasvatustieteiden tutkimuslaitos -
Institute for Educational Research, University of Jyväskylä
40100 Jyväskylä 10 33

Oulun yliopisto. Käyttäytymistieteiden laitos -
Institute of Behavioral Sciences, University of Oulu
Kasarmintie 4, 90100 Oulu 106

Tampereen yliopisto, Kasvatustieteen laitos -
Institute of Education, University of Tampere
Kalevantie 4, 33100 Tampere 10 109

Turun yliopisto. Kasvatustieteen laitos -
Institute of Education, University of Turku
Lemminkäisenkatu 1, 20520 Turku 52 110

Mannerheimin Lastensuojeluliitto -
Mannerheim League for Child Welfare
Toinen linja 17, 00531 Helsinki 53 118

Työvoimaministeriö, Ammatinvalinnanohjaustoimisto -
Ministry of Labour, Vocational Guidance Office
Siltasaarenkatu 3 A 5, 00530 Helsinki 53 119

Valtakunnansuunnittelutoimisto -
National Planning Office
Kaivokatu 6, 00100 Helsinki 10 121

Valtion yhteiskuntatieteellinen toimikunta -
Social Science Research Council
Ruoholahdenkatu 4, 00180 Helsinki 18 122

Subject index 124

Index of researchers 126

INTRODUCTION

This report is the Finnish contribution to the third European survey of educational research which for the first time is undertaken by national documentation centres. The report covers educational research completed or in progress during 1971-72.

The collection of data has been organized in cooperation with the Ministry of Education by the Institute for Educational Research which has also been responsible for editing and translation.

The research institutes were requested to select from their projects those that would fulfil the criteria defined in the CCC document DECS/Rech (72) 29. The institutes' replies varied from a strict to a very liberal interpretation of the criteria. Therefore, the final selection was made by the Institute to guarantee a more representative coverage.

The research institutes are listed in alphabetical order according to the town in which they are located. Within each institute the studies are presented also in alphabetical order according to the principal researcher.

The editors are fully aware that the selection is a heterogeneous collection of studies ranging from a limited one-man study to comprehensive projects. It is to be hoped that the editors of national surveys could get feedback about their work and meet to discuss the criteria of data collection in order to ensure a more uniform procedure.

Sauli Takala
Institute for
Educational Research

Toini Alhainen
Institute for
Educational Research

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Opettajankoulutuksen opiskelijavalintojen kehittäminen Selection of students for teacher education
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Alikoski, J., Ph.D., Ass. Prof. Jussila, Juhani, Ph. D. Hytönen, Juhani, Ph. Lic. Komulainen, Erkki, Ph. Lic.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Helsinki
BACKGROUND, AIMS SAMPLE METHODS	Only 1/7 of the applicants can be admitted into teacher training. As much as 5/7 of them will be excluded primarily on the basis of earlier academic achievement. The aim is to develop such a battery of variables which would make it possible to invite a greater part of the applicants to take part in the actual entrance examinations. All of the approximately 900 students taking part in the entrance examinations in 1971 in Finland are included in the study. Tests measuring personality, attitudes, motives and intelligence were used among others and data about the students' social and educational background. Predictor data are correlated with the achievement in teacher training. Part of the subjects will be assessed also later in the field. Special attention is paid to the analysis of teaching episodes which were included in the entrance examinations. Part of these episodes were recorded. The study is carried out on the initiative of the National Board of Entrance Examinations of Teacher Training Colleges.
TIME SCHEDULE	Starting date v_/_71 Probable completion date __/__
SOURCE OF FINANCE	The costs of supplying the materials have been financed by the Ministry of Education, the costs of processing raw material by the University of Helsinki.
DESCRIPTORS	teacher selection teacher evaluation
	teacher recruitment episode teaching

2.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Tiedostamistavan muutokset ja opettamisen vaikuttamisluonne Changes in the mode of perception and the effects of teaching
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Heikkurinen, Toivo, Ph.D.
BIBLIOGRAPHIC REFERENCE	Heikkurinen, Toivo, Tiedostamistavan muutokset ja opettamisen vaikuttamisluonne. Helsingin yliopisto. Kasvatustieteen laitos. Report 14. 1971. 210p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The study aimed at (A) formulating a system of premises which would contain the general starting points dealing with attempts to affect an individual's mode of perception, (B) formulating a group of theoretical concepts by which the attempts at affecting an individual and their consequences could be described consistently examining how the statements included in the theoretical frame of reference could be empirically tested. The first area was divided into two parts: the descriptive system and the premise system. The descriptive system consisted of stimuli directed towards the individual, of stimuli produced by the individual and descriptions indicating processes taking place in the individual. In the construction of the premise-system 5 postulates were derived. The second area was considered to presume the following theoretical concepts: media of messages, internalized concepts, individual's consciousness, thinking, teaching and learning, which were defined in detail. When an attempt was made to explain the behaviour of an individual the following conclusion was drawn: a possibility to use the inner regulatory system determined by earlier perceived concepts must be postulated to exist in each individual.
TIME SCHEDULE	Starting date VI/ 68 Date of completion IV/ 71
SOURCE OF FINANCE	
DESCRIPTORS	educational theory teaching

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Investigations into the instructional process VI. Group work as a social interaction process. A case approach.
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Holopainen, Pentti, K. J., Ph. Lic.
BIBLIOGRAPHIC REFERENCE	Holopainen, Pentti K. J., Investigations into the instructional process VI. Group work as a social interaction process. A case approach. Helsingin yliopisto. Kasvatustieteen laitos. Research report 31. 1972. 34p.
BACKGROUND, AIMS	The purpose was to describe and analyse group work as a social interaction process, i. e. to examine social interaction both from the point of view of actors and reactors and to develop a suitable method of analysis.
SAMPLE	
METHODS	
MAIN FINDINGS	Group work behaviour could be described with four factors, and a certain kind of role differentiation as a function of time could be noted. The cognitive and affective objectives of group work; the forming of groups in the comprehensive school. The type of analysis aimed at is the so called complete analysis of development of a group.
TIME SCHEDULE	Starting date IX / 68 Date of completion V / 72
SOURCE OF FINANCE	
	instructional process

4.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Opiskelijoiden opettajaodotusten ja opettajan opetustyylin yhteydestä opiskelijoiden opiskelumenestykseen On the relation of students' teacher expectations and teacher's teaching style to students' study success
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Hytönen, Juhani, Ph.Lic.
BIBLIOGRAPHIC REFERENCE	Hytönen, Juhani, Opiskelijoiden opettajaodotusten ja opettajan opetustyylin yhteydestä opiskelijoiden opiskelumenestykseen. Helsingin yliopisto. Kasvatustieteen laitos. Report 17. 1971. 50p.
BACKGROUND, AIMS	The study attempted to find out whether teachers' teaching style (teacher-centered vs student-centered) and students' expectations as regards teaching style are related to students' study success. The study was experimental: teachers followed predetermined style of teaching.
SAMPLE	Ss were students of pedagogics (N=63) and 9 teachers. The subject taught was basic statistics.
METHODS	
MAIN FINDINGS	In control observations it was found that students' impressions of the teachers differed quite significantly from each other on the dimension under study. It was found that students who preferred student-centered teaching succeeded far more poorly than the others when they were taught by a teacher contrary to their expectations, i.e. a teacher-centered teacher. In the student group which had suggested teacher-centered teaching the style of teaching contrary to their expectations had no relation to the students' study success.
TIME SCHEDULE	Starting date I/68 Date of completion IX/71
SOURCE OF FINANCE	Own
	instruction

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Opettajanvalmistukseen pyrkineiden rekrytointi ja selektoituminen Recruitment and selection of primary school teachers
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Jussila, Juhani, Ph. D.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Helsinki.
BACKGROUND, AIMS SAMPLE METHODS	The aim is to analyse the recruitment basis of the candidates for primary school teacher training and the selection of students into different teachers colleges. An attempt is made to study the motives of career choice and to analyse the suitability of STERN'S activity index as a measurement device in entrance examinations. The data has been gathered by questionnaires and from the application documents. Subjects: Candidates for the Finnish teacher training colleges in 1971 and those who took part in entrance examinations. (N= approx. 1000) Methods of analysis: Correlational methods, analyses of variance, analyses of difference and factor analyses, comparisons of factors. A subproject of the research for developing the pretraining selection of primary school teachers. J. Alikoski, Ass. Prof., is the head of the project.
TIME SCHEDULE	Starting date __/71 Probable completion date __/__
SOURCE OF FINANCE	
DESCRIPTORS	teacher education

6.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Opetustaidon arvosanan yhteydestä eräisiin selektiomuuttujiin The connection between the teaching work and some selection variables
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Jussila, Juhani, Ph.D.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Helsinki.
BACKGROUND, AIMS	The title expresses the purpose
SAMPLE	Those accepted as students in the Finnish teacher training colleges in 1963. N = 352
METHODS	Variables: 1) background variables 2) entrance examination variables 3) the teaching mark Main method of analysis: regression analysis The research is a continuation of Ph. D. thesis in 1970 concerning the selection of primary school teachers.
TIME SCHEDULE	Starting date __/70 Probable completion date __/73
SOURCE OF FINANCE	
DESCRIPTORS	teacher education

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Opettajakoulutus ja opettajakokemus tavoitearviointien selittäjänä Teacher training and experience as determinants of goal evaluations
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Kansanen, Pertti, Ph.Lic.
BIBLIOGRAPHIC REFERENCE	Kansanen, Pertti, Opettajakoulutus ja opettajakokemus tavoitearviointien selittäjänä. Helsingin yliopisto. Kasvatustieteen laitos. Report 19. 1971. 49p.
BACKGROUND, AIMS	The study attempted to find out whether teacher training and experience increase the differentiation of evaluative dimensions in goal evaluations and whether the goal evaluations of those who have teacher's training and teaching experience are more positive than the evaluations of those who have neither training nor experience.
SAMPLE METHODS MAIN FINDINGS	The independent variable was represented by three groups: I (N=143) female students, who had applied to study pedagogics at the summer university of Helsinki and lacked both teacher training and experience; II (N=60) the first-year student at the Helsinki Teacher Training College; III (N=62) teachers participating in further training courses at the same College, who in addition to training had a varying amount of experience at teaching. The dependent variable consisted of an evaluation of 10 affective goals in the comprehensive school curriculum rated by 15 scales of the semantic differential type. A comparison between the differences of the various groups was made on the basis of factor scores. Statistically significant differences were found between the different groups in regard to appreciation, clarity and familiarity but the relation was not in accord with the hypothesis. The nontrained appreciated the goals most and the trainees the least. On the other hand, the trainees had judged the goals to be more explicit whereas teachers regarded them as ambiguous. The most familiar the statements were to the trainees and the most unfamiliar to the nontrained.
TIME SCHEDULE	Starting date VI/70 Date of completion XI /71
SOURCE OF FINANCE	
DESCRIPTORS	teacher education

8.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Peruskoulun opetussuunnitelman affektiivisten tavoitteiden arvioimisesta semanttisen differentiaalin tekniikalla The analysis of the affective objectives in the comprehensive school curriculum by the technique of semantic differential
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Kansanen, Pertti, Ph. Lic.
BIBLIOGRAPHIC REFERENCE	Kansanen, Pertti, Peruskoulun opetussuunnitelman affektiivisten tavoitteiden arvioimisesta semanttisen differentiaalin tekniikalla. Helsingin yliopisto. Kasvatustieteen laitos. Report 16. 1971. 122p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to make it possible to answer the question how teachers experience the objectives of teaching. From the report of the comprehensive school curriculum committee were chosen themes presenting affective objectives, and these were formulated into 25 individual and 25 organizational objective statements. The 1st-year students of the Helsinki Teachers' College rated the objectives at two different times according to the method of semantic differential. The rating structure of individual and organizational objectives did not differ significantly from each other. The similarity of the reting structures of the objective statements was studied by computing a correlation matrix for each statement. Then the correlation matrix of both individual and organizational statements was computed over the matched pairs of the correlation matrices (N=105). Both new factor matrices were factorized. In both factor matrices the first factor explained almost all common variance. The results confirmed the initial idea of the study that knowledge about the objectives included in the curriculum is not clear in spite of the fact that efforts have made at least in teacher training to elucidate them.
TIME SCHEDULE	Starting date IX/68 Date of completion VI / 71
SOURCE OF FINANCE	
DESCRIPTORS	objectives teacher education

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Tavoitelauseiden abstraktiotaso tavoitearviointien selittäjänä Abstraction level of statements of objectives as a factor in the rating of objectives
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Kansanen, Pertti, Ph.Lic.
BIBLIOGRAPHIC REFERENCE	Kansanen, Pertti, Tavoitelauseiden abstraktiotaso tavoitearviointien selittäjänä. Helsingin yliopisto. Kasvatustieteen laitos. Report 21. 1971. 46p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The study aimed to find out whether ratings of objectives become more positive when the statements are made more concrete. Ss (N=250) rated three goal statements of which there were three versions at different abstraction levels. The statements were found to be the clearer the more concrete they were experienced to be, but the Ss' idea of concreteness was different from that of the investigator. Teachers' ratings were more diffuse than students'. Teachers rated the statements more valuable than teacher trainees and subjects who had had, no teacher training but in regard of clarity the result was the reverse.
TIME SCHEDULE	Starting date I/71 Date of completion III/72
SOURCE OF FINANCE	
DESCRIPTORS	teacher education, educational objecti

10.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Investigations into the instructional process V. Experiences with the Bellack Classification system
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Karma, Kai, M.A.
BIBLIOGRAPHIC REFERENCE	Karma, Kai, Investigations into the instructional process V. Experiences with the Bellack Classification system. Helsingin yliopisto. Kasvatustieteen laitos. Research bulletin 30. 1972. 16p.
BACKGROUND, AIMS	The aim was to develop Bellack's method chiefly by examining reliability questions and to find out what dimensions about the lower level instruction the method measures. The material consists of 12 videotaped lessons given by two teachers. Because of the quality of the material the method of analysis used is cross tabulation.
SAMPLE	
METHODS	
MAIN FINDINGS	The method seems to be able to reveal differences between various ways of teaching and between various subjects. Also the grade level has its effect on the perceived interaction. The results and the information about reliability may be of use to observational investigations of another kind. In the thesis for licentiate degree a deeper examination of the subject matter will be presented using multivariate methods.
TIME SCHEDULE	Starting date IX/ 70 Date of completion I / 72
SOURCE OF FINANCE	
	classroom communication instructional process

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Constructing variables describing the instructional process
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Komulainen, Erkki, Ph. Lic.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Helsinki.
BACKGROUND, AIMS	A summary and elaboration of some special problems based on earlier reports by the author.
SAMPLE	
METHODS	The material consists of videotape recordings made in a laboratory classroom of the institute. Method of analysis:Flanders' modified interaction analysis. Partly factor analytic partly a method of analysis using transfer probabilities.
TIME SCHEDULE	Starting date __/70 Probable completion date __/72
SOURCE OF FINANCE	
DESCRIPTORS	classroom observation techniques interaction process analysis

12.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Investigations into the Instructional Process IV. Teaching as a Stochastic Process.
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Komulainen, Erkki, Ph.Lic.
BIBLIOGRAPHIC REFERENCE	Komulainen, Erkki, Investigations into the Instructional Process IV. Teaching as a Stochastic Process. Helsingin yliopisto. Kasvatustieteen laitos. Research Bulletin 29. 1971. 24p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	Lessons coded according to Flander's interaction model (grade III, 25 lessons) were analyzed in regard of probabilities of transition from one state to another during a lesson. In this way it was attempted to find out regularities in the interaction process. Various secondary transitional probabilities have been used to describe the process. Videotaped lessons were analysed. The study deals with one class during one term.
TIME SCHEDULE	Starting date III/67 Date of completion II/71
SOURCE OF FINANCE	
DESCRIPTORS	instructional process

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Opetusharjoittelua ohjaavien lehtorien ohjauskäyttäytyminen opettajakokelaiden arvioimana Supervisory and guidance behaviour of college tutors as estimated by student teachers
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Kontiainen, Seppo, Ph. Lic.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Helsinki
BACKGROUND, AIMS	To examine the importance of tutor-student interaction in the student teaching.
SAMPLE	The study is carried out at the Teachers Colleges of Helsinki and Turku and includes 32 college tutors and 189 student teachers.
METHODS	- A rating sheet in which student teachers entered their ratings about each of their own college tutors. - Factor analysis, correlation within a class. - The purpose is to try to find out explanatory models for supervisory and guidance behaviour: methodological experiments.
TIME SCHEDULE	Starting date x/71 Probable completion date __/__
SOURCE OF FINANCE	A research scholarship from the Collegium of the University of Helsinki in 1972 (1500 Fmk)
DESCRIPTORS	teacher education

14.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Didaktinen prosessianalyysi Investigations into the instructional process
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Koskenniemi, Matti, Ph. D., Prof.emer. (project leader) Holopainen, Pentti, Ph. Lic. Karma, Kai, M. A. Skoglund, Risto, M. A. Komulainen, Erkki, Ph. Lic.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Helsinki.
BACKGROUND, AIMS	Basic research of the instructional process - teaching process in the light of different taxonomies - interrelations between taxonomies
SAMPLE	
METHODS	Follow-up phases of two years during which research material is accumulated by the CCTV-system. In the school year 1971-1972 major interest has focused on group work. This is the main project which contains specific research themes of each member of the group. Results have been published in the Research Bulletin (Reports 26-31) of the institute. Some are under preparation.
TIME SCHEDULE	Starting date __/67 Probable completion date __/__
SOURCE OF FINANCE	The Humanitics Research Council gives financial support in the employment of assistant personnel in 1972.
DESCRIPTORS	educational theories classroom communication interaction process analysis classroom observation techniques

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Luokattoman lukion tutkimusprojekti Research project on the non-graded upper secondary school
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Leino, Anna-Liisa, Ph. Lic. Shemeikka, Sirpa, M. A. Kava, Leena, M. A.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Helsinki.
BACKGROUND, AIMS	The aim is to study what transition into the non-graded system actually means and of what kind the development will be on the level of school and on the level of pupil (organizational and individual level).
SAMPLE	The subjects comprise all students in two secondary schools in Helsinki who will start the upper secondary in autumn 1972 and the teachers on the upper secondary level at these schools.
METHODS	The investigation methods used are: questionnaires, observation, interviewing and ability and personality tests.
TIME SCHEDULE	Starting date 11/72 Probable completion date __/__
SOURCE OF FINANCE	National Board of Education, Research and Development Bureau
DESCRIPTORS	non-graded school

16.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Vieraan kielen oppimisesta luokattomassa lukiossa On learning foreign languages in nongraded secondary schools
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Leino, Anna-Liisa, Ph. Lic.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Helsinki.
BACKGROUND, AIMS	To investigate second language learning and learning motivation in the non-graded upper secondary school.
SAMPLE	
METHODS	Plans stage; the project on the non-graded upper secondary school starts in autumn, 1972
TIME SCHEDULE	Starting date __/__ Probable completion date __/__
SOURCE OF FINANCE	
DESCRIPTORS	second language learning nongraded school

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Ahdistuneisuudesta koulutilanteissa Anxiety in some school situations
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Patjas, Eeva, Ph. Lic.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Helsinki.
BACKGROUND, AIMS	1) To study how anxiety is related to achievement motivation and school achievement. 2) To find out correlations between teacher's behaviour and pupil's school anxiety.
SAMPLE	The sample consists of about 1000 pupils from the fourth form of the primary school and 35 teachers.
METHODS	The aim of the study is to measure the pupil's anxiety,need achievement,and depedence. Ratings of teacher behaviour. Measurements ofthe pupil's school achievement.
TIME SCHEDULE	Starting date IV/70 Probable completion date __/__
SOURCE OF FINANCE	
DESCRIPTORS	anxiety achievement need

18.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Keskikoulusta eteenpäin 1960-luvun Suomessa. Lukiotutkimus 1964-71 After junior secondary in the Finland of 1960's. The Finnish senior secondary research project 1964-71
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education. University of Helsinki
RESEARCHERS	Sysiharju, Anna-Liisa, Ph.D.
BIBLIOGRAPHIC REFERENCE	Sysiharju, Anna-Liisa, Keskikoulusta eteenpäin 1960-luvun Suomessa. Lukiotutkimus 1964-71. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Reports 123-127. 1972. 112, 92, 72, 64, 57pp.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	A longitudinal study was designed to illustrate the careers and experiences of adolescents after the completion of the junior secondary school. The sample consisted of 1435 students. More than half of the students (58 %) transferred to the senior secondary school but 18 % of them interrupted their studies. Only one fourth of students finished the 3-year school in three years while 29 % needed 4 years, 7 % 5 years and 2 % 6 years. At the age of 21-23 41 % of the subjects were employed, 44 % were full-time students, and 15 % either abroad, at home or in military service. 22 % of the cohort were married. Those who had not continued their studies after the junior secondary school assumed such adult roles as permanent employment and marriage earlier. At the end of the junior secondary school a great number of students had no clear plans; this was particularly true of those students who continued their studies. The transfer to the senior secondary was not very closely related to academic achievement. Social background on the other hand, was clearly related to continued studies. Motivational and attitudinal factors were also found significant.
TIME SCHEDULE	Starting date __/64 Date of completion __/72
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	student development educational history
	social factors sex differences

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS	Opettajan vaikutus ns. kouluepäkypsän oppilaan menestymiseen kansakoulun I:llä luokalla
TITLE OF THE RESEARCH	Teacher's influence on the achievement of pupils with inadequate school readiness in the Ist grade of the elementary school
ORGANISATION/INSTITUTE	Helsingin yliopisto. Kasvatustieteen laitos Institute of Education, University of Helsinki
RESEARCHERS	Torniainen, Aune, Ph. Lic.
BIBLIOGRAPHIC REFERENCE	A report will published in the report series of the Institute of Education, University of Helsinki.
BACKGROUND, AIMS	Because all children at the age of compulsory education are not yet ready for school, the purpose of this study is to investigate how the pupils with inadequate school readiness will succeed in classes taught by different types of teachers.
SAMPLE	Subjects: 400 school beginners in autumn 1969 and their teachers, (N=19) from the urban and rural commune of Lohja.
METHODS	The investigation methods used were: Hough's interaction analysis, TPS -attitude scale, a school readiness test, Raven, Lu-Ki-La achievement test battery, a sociometric test, background variables concerning teachers and students. The analyses of the influence of teachers (on pupils) have been carried out. The interrelations between student and teacher variables will be studied by regression or/and path analysis.
TIME SCHEDULE	Starting date IX /69 Probable completion date V /73
SOURCE OF FINANCE	A research grant in 1969, 1970 and 1972. The Finnish Concordia League in 1970, The Finnish Womens' Academic Association 1972, and The Finnish Cultural Foundation in 1972.
DESCRIPTORS	student teacher relationship

20.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Pieksämäkeläisen koulunuorison päihdeaineiden käyttö ja siinä ilmenevät kehitystrendit 1969-72 Trends in the use of drugs by the school youth in Pieksämäki in 1969-72
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Erityispedagogiikan laitos Institute of Special Education, University of Jyväskylä
RESEARCHERS	Kainulainen, Pentti, Ph. D.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Department of Special Education, University of Jyväskylä.
BACKGROUND, AIMS SAMPLE METHODS	1. To reveal the trends in the use of drugs by the school youth in 1969-72 2. To find out the correlates of the use of drugs and the reliability of these correlates (after the first two preliminary stages the most important seems to be the accumulation of drug abuse to the last forms of the schools providing general education) An anonymous questionnaire investigation about the use of drugs to be repeated at one and half years' intervals. N = c. 2000 each time of measurement including all students from the following schools in Pieksämäki: the civic school, the junior and senior secondary school (forms II-VIII), the municipal middle school (forms II-V), the vocational school, the commercial school and commercial college. The number of subjects is large to make sure that enough drug users will be included in the sample for a meaningful statistical analysis.
TIME SCHEDULE	Starting date /69 Probable completion date /73
SOURCE OF FINANCE	
DESCRIPTORS	drug abuse drug addiction

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Opiskelijoiden valinta erityisopettajain valmistukseen ja siinä menestymisen ennustaminen Pretraining selection of special education teachers and prediction of achievement
ORGANISATION/INSTITUTE	Jyväskylän yliopisto, Erityispedagogiikan laitos Institute of Special Education, University of Jyväskylä
RESEARCHERS	Moberg, Sakari, Ed.M.
BIBLIOGRAPHIC REFERENCE	Moberg, Sakari, Opiskelijoiden valinta erityisopettajain valmistukseen ja siinä menestymisen ennustaminen. Jyväskylän yliopisto Erityispedagogiikan laitos. 1972.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the investigation was to analyse directions in student selection for special education teacher training and to predict achievement in training. Subjects: from the years 1968-71, totalling 256. Independent variables: achievement in primary teacher training, entrance tests (WZT, MTAI, NESI, interview, oral exposition, rating by the school inspector). The achievement in student teaching was operationalized as marks of teaching ability and suitability. Methods of analysis: discriminant, regression and factor analyses. Students are screened and invited to entrance examinations on the basis of teacher certificates. In the examinations the emphasis is laid on the impression obtained through the interview and the oral exposition. 50-80 per cent of the variance of teaching ability and suitability in the population could be explained depending on how many predictors were used (teaching ability, WZT, the new versions of MTAI were the best predictors). Student admissions have been carried out only partly on the basis of variables which predict success in training.
TIME SCHEDULE	Starting date __/70 Date of completion __/72
SOURCE OF FINANCE	
DESCRIPTORS	admission criteria special education teachers

22.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Nuorten huumausaineiden käyttäjien haastattelututkimus Interview study of young narcotic addicts
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Erityispedagogiikan laitos Institute of Special Education, University of Jyväskylä
RESEARCHERS	Määttä, Paula, M. Ed.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Department of Special Education, University of Jyväskylä.
BACKGROUND, AIMS	The purpose of the investigation is to report as accurately as possible the background of young drug addicts, the social consequences of the use of narcotics, gang behaviour and value orientation.
SAMPLE	Age distribution 14-20 years, N=100. The sample consists of school children, students, employed and unemployed young people.
METHODS	Interview sheet Design: single administration method, one group. Simple (linear distributions and cross tabulation.
TIME SCHEDULE	Starting date XI / 71 Probable completion date /73
SOURCE OF FINANCE	An award from the Foundation for Alcohol Research, (1800Fmk) autumn -72.
DESCRIPTORS	drug abuse drug addiction

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Redundant letter or phoneme sequencies as training material for teaching language
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Erityispedagogiikan laitos Institute of Special Education, University of Jyväskylä
RESEARCHERS	Pesonen, Jaakko, Ed. D.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Department of Special Education, University of Jyväskylä
BACKGROUND, AIMS	Development of training material for teaching language (reading, writing, speaking and speech reception) for "language handicapped" children.
SAMPLE	
METHODS	Various subjects including deaf, hard of hearing, blind, dyslexic, educable mentally retarded, and normal elementary school children. Experimental designs are applied. The project includes many small studies. The studies will be combined into a larger publication dealing with teaching language for the language handicapped.
TIME SCHEDULE	Starting date __/71 Probable completion date __/__
SOURCE OF FINANCE	The project is carried out by the teacher candidates and students in special education as a part of their training without spesific funds.
DESCRIPTORS	language instruction

24.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	The raised line writing system for the blind. A new attempt
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Erityispedagogiikan laitos Institute of Special Education, University of Jyväskylä
RESEARCHERS	Pesonen, Jaakko, Ed. D.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Department of Special Education, University of Jyväskylä.
BACKGROUND, AIMS	It is a new attempt to construct a new writing system for the use of the blind. The system is based on utilizing plastic sheets on a rubber plate, and writing is done with a ballpoint pen.
SAMPLE	
METHODS	Subjects are blind adults, and later blind school children. The first experiments have been completed. They concerned the tactual capacity of a finger in the detection of succeeding raised line length.
TIME SCHEDULE	Starting date __/70 Probable completion date __/__
SOURCE OF FINANCE	The first phase was sponsored by the state
DESCRIPTORS	blind writing

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Eräiden ympäristötekijöiden yhteydestä nuorten sosiaalistumiseen Some environment variables in relation to the socialization of youth
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Erityispedagogiikan laitos Institute of Special Education, University of Jyväskylä
RESEARCHERS	Ritamo, Jyrki, Ed. M.
BIBLIOGRAPHIC REFERENCE	
BACKGROUND, AIMS	To map the theoretical and practical methods of community work (including such new fields as the use of tutoring pupils and tutoring persons, cf. Rauhala)
SAMPLE METHODS	Interview study in a suburb of 5000 inhabitants using experimental and control groups and trying to influence the community by methods of community work. A subproject of Health Policy Project.
TIME SCHEDULE	Starting date __/72 Probable completion date IX/72
SOURCE OF FINANCE	Mannerheim League For Child Welfare and possibly the City of Helsinki
DESCRIPTORS	community work socialization environmental influences

26.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Eräiden kodin kasvuärsykemuuttujien yhteyksistä kansakoululaisten ainekirjoituksen tasoon On the relations of some home-environment stimulus variables to the level of primary school pupils' written compositions
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Kasvatustieteen laitos Institute of Education, University of Jyväskylä
RESEARCHERS	Ekola, Jorma, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	Ekola, Jorma, Eräiden kodin kasvuärsykemuuttujien yhteyksistä kansakoululaisten ainekirjoituksen tasoon. Jyväskylän yliopisto. Kasvatustieteen laitos. Report 31. 1971. 65p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose was to map home environment stimulus clusters which predict the level of written compositions better than global status variables. Subjects were primary-school pupils from II, IV, VI-grades, 50 girls and boys from each level. Environmental stimuli were mapped by questionnaires mailed to the homes, in addition to grade variables were collected variables describing the level of written composition in one composition. Six factors were obtained in each class level, which corresponded quite well to each other and significantl predicted grades and productivity. Multiple correlations varied between .40 - .60 On the basis of the results some recommendations can be made to parents and teachers of the lower primary level. In continuation it is proposed to develop methods of studying growth stimulus variables and to find out the relations of such variables to school achievement in general.
TIME SCHEDULE	Starting date I / 69 Date of completion IX / 71
SOURCE OF FINANCE	a grant from the University of Jyväskylä
DESCRIPTORS	family environment

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Opetuksen suunnittelun kyberneettisiä perusteita Cybernetical foundations of curriculum
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Kasvatustieteen laitos Institute of Education, University of Jyväskylä
RESEARCHERS	Malinen, Paavo, Ph. D.
BIBLIOGRAPHIC REFERENCE	Malinen, Paavo, Opetuksen suunnittelun kyberneettisiä perusteita. Jyväskylän yliopisto. Kasvatustieteen laitos. Report 35. 1972. 82p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	An analysis has been made of the foundations of curriculum planning in the fields of cybernetics and organisation theory. The hierarchical structure of planning organization has been analysed leading to a description of the process of curriculum planning. Theoretical models and algorithms of the process have been mapped. The purpose was to study the planning processes at local level and class level in the implementation of the comprehensive school curriculum.
TIME SCHEDULE	Starting date __/__ Date of completion __/72
SOURCE OF FINANCE	Own finance
DESCRIPTORS	curriculum planning

28.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Raittiuskilpakirjoitusten vuosien 1968-1971 valmistuslehtisten sisällön erittely. Alkoholitutkimussäätiön raittiuskasvatusprojekti 2. Content analysis of temperance prize -essay pamphlets in 1968-1971
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Kasvatustieteen laitos Institute of Education, University of Jyväskylä
RESEARCHERS	Niskanen, Eila, Ed. M.
BIBLIOGRAPHIC REFERENCE	Niskanen, Eila, Raittiuskilpakirjoitusten vuosien 1968-1971 valmistuslehtisten sisällön erittely. Alkoholitutkimussäätiön raittiuskasvatusprojekti 2. Jyväskylän yliopisto. Kasvatustieteen laitos. Research reports 32. 1971. 45p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The main problems of this study were as follows: 1. To what extent the information offered by pamphlets belongs to a) cognitive objectives or b) affective objectives. 2. What are the affective objectives aimed at by the contents? (attitudes, norms,personality traits) 3. By which contents the objectives are meant to be obtained. Themes discussed: alcohol, tobacco, drugs, medicines, interests) 4. Which means are used to attain the objectives (indoctrination, propaganda, information/influence) 5. Comparison between textbooks and prize-essay pamphlets 6. Comparison between curriculum and pamphlets. Content analysis. Two classification schemes were formed (goal classes and content classes).
TIME SCHEDULE	Starting date I/ 71 Date of completion VI /71
SOURCE OF FINANCE	Foundation for Alcohol Research and Education
DESCRIPTORS	content analysis alcohol education

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Kansa- ja kansalaiskoulun opetussuunnitelmien ja oppikirjojen alkoholi-informaation sisällön erittely. Alkoholitutkimussäätiön raittiuskasvatusprojekti. 1. Analysis of alcohol-information in elementary and civic school curricula and textbooks
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Kasvatustieteen laitos Institute of Education, University of Jyväskylä
RESEARCHERS	Olkinuora, Hannu, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	Olkinuora, Hannu, Kansa- ja kansalaiskoulun opetussuunnitelmien ja oppikirjojen alkoholi-informaation sisällön erittely. Alkoholitutkimussäätiön raittiuskasvatusprojekti. 1. Jyväskylän yliopisto. Kasvatustieteen laitos. Research reports 30. 1971. 139p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The study was concerned with 11 curricula and 61 textbooks. Unit of classification was a sentence, or 1/6 of a page in pictures or illustrations. The purpose was to analyse what and in what way textbooks present alcohol information. The main objective appeared to be to give information about the effects of alcohol use and also to affect attitudes. Indoctrination appears in as much as the positive consequences of alcohol use are hardly treated at all.
TIME SCHEDULE	Starting date I_/70 Date of completion __/71
SOURCE OF FINANCE	Foundation for Alcohol Research and Education
DESCRIPTORS	content analysis text-books

30.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Keskiasteen koulutuksen kehitys Suomessa vuosina 1918-1980 Development of secondary education in Finland 1918-1980
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Kasvatustieteen laitos Institute of Education, University of Jyväskylä
RESEARCHERS	Sauvala, Atso, Ed. M.
BIBLIOGRAPHIC REFERENCE	Sauvala, Atso, Keskiasteen koulutuksen kehitys Suomessa vuosina 1918-1980. Jyväskylän yliopisto. Kasvatustieteen laitos. Research reports 37 A and B. 1972. 116,73p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The aim of the study was to find out what percentage of all of the 16-year-olds have had an access to secondary education (school years 10-12. 13) and how long this education has been in Finland during our independence. All possible sections and institutions of secondary education were included. A developmental model was drawn for the groups of institutions whose enrolment trends were known and which were not planned to be closed. With the help of this plan future possibilities for growth were anticipated as far as the year 1980. The 1971 Education Committee has made use of the information in its work. According to the forecasts at the end of 1970's there will be a shortage of students rather than of places.
TIME SCHEDULE	Starting date VI/ 66 Date of completion XII/72
SOURCE OF FINANCE	Ministry of Education Own
DESCRIPTORS	educational development secondary education

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Koulutuksellinen, sosiaalinen ja taloudellinen eriarvoisuus Suomessa vuosina 1950, 1960 ja 1970 Educational, social and economic inequality in Finland in 1950, 1960 and in 1970
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Kasvatustieteen laitos Institute of Education, University of Jyväskylä
RESEARCHERS	Sauvala, Atso, Ed. M.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Jyväskylä.
BACKGROUND, AIMS	To find out the regional and local distribution of education in Finland in 1950, 1960 and 1970 and the changes in the periods 1950-60 and 1960-70 in the educational reserve of regional and local population as compared to the socioeconomic development at the same time.
SAMPLE	
METHODS	Regional variable: 20 units of regional planning Local variable: all communes of Finland Educational levels and fields from the Official Statistics of Finland Method of analysis: factor analysis and principal component analysis
TIME SCHEDULE	Starting date I/71 Probable completion date XII/74
SOURCE OF FINANCE	
DESCRIPTORS	educational development socioeconomic inequality

32.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Koulutustuotokset yhteisötason muuttujien valossa School achievements in the light of the ecological variables
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Kasvatustieteen laitos Institute of Education, University of Jyväskylä
RESEARCHERS	Vaherva, Tapio, Ph. Lic.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Jyväskylä.
BACKGROUND, AIMS	The aim is to find an answer to the question what proportion of the total variance of school achievement in lower levels of school can be explained by ecological variables.
SAMPLE	About 800 pupils' school achievements and developmental progress has been measured in the course of the forms 1 and 2.
METHODS	Explanatory variables: factors connected with teacher, form level, school, school district and commune which have been obtained both by questionnaires and from statistical documents. The hypothetical multilevel explanatory model has been tested by logical analysis and empirically by path analysis.
TIME SCHEDULE	Starting date IX / 69 Probable completion date __/ 73
SOURCE OF FINANCE	The collection of the primary material has been financed by the Social Sciences Research Council
DESCRIPTORS	academic achievement ecological factors contextual analysis

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Matematiikkaklinikkaan liittyvä tutkimus Experiments with mathematics clinic
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Apiola, Hannele, M. A.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS	To diagnose difficulties in learning mathematics and to analyse the suitability of learning materials in a clinic instruction.
SAMPLE	Subjects: about 20 pupils from the forms 1-3 of a downtown primary school in Jyväskylä.
METHODS	Research method: Case study
TIME SCHEDULE	Starting date IX / 71 Probable completion date __/ 72
SOURCE OF FINANCE	A research grant from the Ministry of Education
DESCRIPTORS	mathematics instruction special education learning difficulties

34.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Yhteiskunnan muutos ja korkeakoululaitoksen rakenne Social change and the structure of higher education
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Elovainio, Päivi, Lic.Pol.Sci.
BIBLIOGRAPHIC REFERENCE	Elovainio, Päivi, Yhteiskunnan muutos ja korkeakoululaitoksen rakenne. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 160. 1972. 27p. ISBN 951-677-066-5.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	Studies on the relationships between higher education and other sectors of society have indicated that there is a clear correlation only between the frequency of higher education studies and the level of economic development. The present study attempted to reveal some relationships between the frequency of different branches of study and the level of societal development. Most of these relationships proved curvilinear. Variations in the relative frequency of different branches of study show a certain kind of sequence, which is connected with the level of social and economic development and with the changes of economic and occupational structure. The direction of higher education was also determined by the historical background of higher education and the differences in social goals of various political systems.
TIME SCHEDULE	Starting date __/__ Date of completion XI / 72
SOURCE OF FINANCE	Social Science Research Council
DESCRIPTORS	higher education

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Peruskoulun opetussuunnitelman tavoiterakenne. Peruskoulun tavoitetutkimus. 2. The structure of the goals and objectives in the comprehensive school curriculum
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Hakkarainen, Pentti, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	Hakkarainen, Pentti, Peruskoulun opetussuunnitelman tavoiterakenne. Peruskoulun tavoitetutkimus. 2. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 114. 1971. 27p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The discrepancy between the overall aims and the subject-wise objectives of the comprehensive school curriculum (1970) has brought about the present study. Objectives which concern pupils have been extracted and tentatively reformulated,and grouped into nine categories on the basis of their contents (rated by 15 researchers and research assistants from the Institute for Educational Research). Within each category,objectives were rated on the dimension specific - general by means of paired comparisons; the raters were also asked to judge whether one objective is a direct specification of the other. Specification chains were formed on the basis of the obtained data and logical analysis within each category of objectives. It was not possible to make a hierarchically tight classification of objectives, as they are formulated in the Curriculum. The distance between the different chain units is not equal, either. The obtained structure of objectives forms a basis for the further analysis of objectives.
TIME SCHEDULE	Starting date I / 71 Date of completion XII/ 71
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	educational objectives curriculum development

36.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Peruskoulunuudistuksen ja opetussuunnitelman tavoitteiden määrittäminen The goal definition of comprehensive school reform and curriculum
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Hakkarainen, Pentti, Ed.Lic.
BIBLIOGRAPHIC REFERENCE	Hakkarainen, Pentti, Peruskoulunuudistuksen ja opetussuunnitelman tavoitteiden määrittäminen. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 149. 1972. 97p. ISBN 951-677-048-7.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	Goal definitions deal with e.g. the following problems: (1) How to describe the goals and objectives? (2) How to justify the goals and objectives and (3) How to analyze the empirical process of goal definition? In the present study they were subjected to theoretical analysis. The problems were formulated into 10 questions. Each question was analyzed from the point of view of the comprehensive school reform and its curriculum. The Finnish comprehensive school reform was used as an example and it was compared with the theoretical models and concepts. The central theoretical problem of this study was the justification of goals and objectives and the division of the defining process of goals and objectives into component parts.
TIME SCHEDULE	Starting date I / 70 Date of completion __/72
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	objectives comprehensive school

COUNTRY Finland

DATE December 1972

RESEARCH IN PROGRESS

TITLE OF THE RESEARCH

Peruskoulun yhteisten kokeitten suunnittelu- ja kehittämistyö, lv. 1971-1972
Planning and development of evaluation procedures for the comprehensive school in 1971-1972

ORGANISATION/INSTITUTE

Kasvatustieteiden tutkimuslaitos
Institute for Educational Research

RESEARCHERS

Havola-Pitkänen, Liisa	Linnakylä, Pirjo
Takala, Sauli	Pasanen, Tauno
Hirvi, Vilho	Rönnholm, Pehr-Olof
Hämäläinen, Seppo	

BIBLIOGRAPHIC REFERENCE

Reports will be published in the report series of the Institute for Educational Research, University of Jyväskylä.

BACKGROUND, AIMS

Evaluation of student achievement in the comprehensive school and planning and development of test instruments.
Spesific goals:

- to support studies of comprehensive school education
- to make student evaluation more homogeneous
- to support and check subject course selections
- to help in the diagnosis of learning and teaching
- to give information about the realization of the curriculum
- to improve teachers' knowledge of their students and students' self-evaluation

SAMPLE

METHODS

Subjects from the communities participating in the comprehensive school experimentation.

	Finnish-	Swedish-speaking	Total
sixth grade	1500	252	1752
ninth grade	1211	158	1369

In addition the fifth grades of a few secondary schools and the eigth and ninth grades of some civic schools. Cognitive achievement tests:native language, the second and third languages and mathematics. Survey studies.

TIME SCHEDULE Starting date VIII 71 Probable completion date IX / 72

SOURCE OF FINANCE National Board of Education

DESCRIPTORS

academic achievement	tests
standards	evaluation techniques

38.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Errors made by Finns in the translation of the six local cases: an analysis
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Hughes, Glyn, M.A.
BIBLIOGRAPHIC REFERENCE	Hughes, Glyn, Errors made by Finns in the translation of the six local cases: an analysis. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 145. 1972. 39p. ISBN 951-677-043-6.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	This paper emphasizes the importance of error analysis in language teaching research. Errors provide clues to the learner's transitional competence, but they also indicate imperfections at higher levels, both linguistic and pedagogic. In the primary analysis measuring devices are set up to deal with the error data produced by six Finnish learners. It is suggested that the learners employ a defective translation strategy in order to cope with this confused area of English. Four error types are identified and the material is analyzed according to type of error, case, task type and student. Numerous examples are provided. The secondary analysis indicates that the prepositional phrase is inherently difficult, because it involves the learner in a series of simultaneous complex choices. Some suggestions for remedial work are given.
TIME SCHEDULE	Starting date __/__ Date of completion __/72
SOURCE OF FINANCE	
DESCRIPTORS	language instruction

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Alustava tavoiteanalyysi peruskoulun I-III luokkien uusista matematiikan oppikirjoista Preliminary goal-analysis of the new mathematics textbooks for grades 1-3 of the comprehensive school
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Hytönen, Matti, M. Ed.
BIBLIOGRAPHIC REFERENCE	Hytönen, Matti, Alustava tavoiteanalyysi peruskoulun I-III luokkien uusista matematiikan oppikirjoista. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 137. 1972. 48p. ISBN 951-677-029-0
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose for the study was to clarify the goals set by the new mathematics textbooks used in grades 1-3 of the comprehensive school on the level of the pupils' behaviour. The textbook series of four publishers and the available teachers' manuals were analyzed logically. The analysis yielded a list of the knowledge and abilities that the pupils acquire during teaching. It was found that the teachers' manuals, textbooks and the curriculum fail to pay sufficient attention to the development of pupils' general intellect.
TIME SCHEDULE	Starting date VII/ 70 Date of completion I / 72
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	mathematics instructional materials

40.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Matematiikan alkeiskäsitteiden opettamisesta esikoulussa. Opetuksen psykologisia perusteita ja ehdotus opetusohjelmaksi. Teaching elementary mathematical concepts in preschool. Psychological basis for teaching and a proposal for syllabus.
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Hytönen, Matti, M.Ed.
BIBLIOGRAPHIC REFERENCE	Hytönen, Matti, Matematiikan alkeiskäsitteiden opettamisesta esikoulussa. Opetuksen psykologisia perusteita ja ehdotus opetusohjelmaksi. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 141. 1972. 31p. ISBN 951-677-036-3.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to select the material to be taught in mathematics in preschool. The selection was based mainly on the theoretical concepts and empirical results obtained by leading experts on the mental development of preschool children in the Soviet Union and DDR, taking as the starting point Galperin's doctrine about the gradual development of elementary mathematical concepts in preschool. The program is designed to take into account the need to develop the pupils' mind in general.
TIME SCHEDULE	Starting date I/71 Date of completion __/72
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	preschool education number concepts

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Peruskoululaisten opiskeluasenteet The attitudes of comprehensive school pupils toward studying
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Hämäläinen, Seppo, Ed. M.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research.
BACKGROUND, AIMS	Commission from the National Board of Education. Evaluation of the comprehensive school curriculum.
SAMPLE	Subjects: comprehensive school pupils from the 6th and 9th forms , N= about 1500 pupils.
METHODS	Measurement device: attitude differential The Comprehensive School Curriculum is used as criterion in the evaluation of school attitudes.
TIME SCHEDULE	Starting date I /72 Probable completion date I /73
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	school attitudes affective objectives

42.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Peruskoululaisten opiskelutekniikka Study techniques of comprehensive school pupils
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Hämäläinen, Seppo, Ed.M.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä
BACKGROUND, AIMS	Commissioned by the National Board of Education. To evaluate the Comprehensive School Curriculum of 1970.
SAMPLE	Subjects were sixth and ninth grade pupils from the experimental comprehensive schools. N = approx. 1500.
METHODS	By questionnaires and data obtained from teachers and pupils the study aims to find out what pupils know about different kinds of study techniques, how much they make use of the knowledge and what are their attitudes towards learning new kinds of study techniques. The Comprehensive School Curriculum will be used as the criterium of evaluation.
TIME SCHEDULE	Starting date I / 72 Probable completion date I /73
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	study guides study habits

M

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS	Korkeakoululaitoksen kehittämislainsäädäntö ja sen soveltaminen
TITLE OF THE RESEARCH	The legislative reform of higher education and its application
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Jalkanen, Hannu, B.A.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä
BACKGROUND, AIMS	Information has been gathered about legislation, opening speeches by rectors in the years 1965-1971, from heads of university institutes and from the press.
SAMPLE	
METHODS	
TIME SCHEDULE	Starting date II / 72 Probable completion date VI / 72
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	higher education legislation

44.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Kokeiluperuskoulujen VII luokkien oppilaiden opinto-ohjelman tasokurssi- ja ainevalinnat syksyllä 1971. The course and subject selections of experimental comprehensive school VII-graders in the fall of 1971.
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Kangasniemi, Erkki, M. Ed.
BIBLIOGRAPHIC REFERENCE	Kangasniemi, Erkki, Kokeiluperuskoulujen VII luokkien oppilaiden opinto-ohjelman tasokurssi- ja ainevalinnat syksyllä 1971. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 122. 1972. 29p. ISBN 951-677-011-8
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to present information on the course selections of VII-graders and find out how in this respect the principles stated in the curriculum can be applied in practise. Data were collected by a questionnaire in September 1971 from comprehensive school VII-graders; 1292 pupils answered the inquiry. The results indicated that in the selections pressure towards advanced courses has increased to an ever growing extent. The teaching of optional subjects has been arranged almost exclusively in subjects mentioned in the comprehensive school curriculum. Special courses primarily intensify the teaching of common core and optional subjects. It has not been possible to arrange efficient instruction in other subjects for those exempted from foreign language instruction.
TIME SCHEDULE	Starting date IX /71 Date of completion II /72
SOURCE OF FINANCE	National Board of Education
	individualization

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Organisatorisen eriytymisen joustavuus The flexibility of organizational differentation on the upper level of the comprehensive school
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Kangasniemi, Erkki, Ed. M.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS SAMPLE METHODS	To examine the process of pupils' course change on the upper level of the comprehensive school. Additional information is gathered from the ninth-graders about their elective subjects and optional courses during the three years of the upper level of the comprehensive school. On the 7th form level the relations between some background variables and course selection are assessed as well as the amount of course change. The data are gathered by questionnaires from the upper levels of the comprehensive schools. In these schools a sample of the 7th and 9th forms is taken in such a way that 1 or 2 classes of pupils is drawn randomly to answer the inquiry. The inquiry will include approximately 500 pupils from the 7th form and about 500 from the 9th form. The data concerning the course selections of the 9th form pupils will be cross tabulated in order to obtain course selection profiles. Method of data analysis: discriminant analysis.
TIME SCHEDULE	Starting date V/72 Probable completion date III/73
SOURCE OF FINANCE	National Board of Education, Research and Develoment Bureau
DESCRIPTORS	curriculum development

46.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Tasokursseja koskevan informaation välittyminen peruskoulun VI luokan oppilaille ja heidän huoltajilleen keväällä 1971 Comprehensive school VI-graders' and their parents' familiarity with the available choice of courses
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Kangasniemi, Erkki, M. Ed.
BIBLIOGRAPHIC REFERENCE	Kangasniemi, Erkki, Tasokursseja koskevan informaation välittyminen peruskoulun VI luokan oppilaille ja heidän huoltajilleen keväällä 1971. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 147. 1972. 66p. ISBN 951-677-046-0
BACKGROUND, AIMS	The aim of the study was to find out how much information VI-graders and their parents had received on the various course choices, and how capable they were to make the choices.
SAMPLE METHODS	The data were collected in May 1971 by questionnaires from all municipalities participating in the comprehensive school experiments. 1223 VI-graders and 1222 guardians answered the questionnaire.
MAIN FINDINGS	The results indicated that the [illegible] generally acquired more information, but the [illegible] also great; 10 per cent of the guardians did not know how many courses are available in grade 7, the corresponding percentage in pupils was 4. The pupils had acquired more quantitative information than the guardians, whereas the information acquired by the guardians was more qualitative than that acquired by the pupils. Teachers and booklets on the comprehensive school were the most important sources of information for the pupils.
TIME SCHEDULE	Starting date IV/ 71 Date of completion IV/72
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	guidance information sources

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Reaaliaineiden opetuksessa käytettävien opetuskuvien affektiivisten vaikutusten analyysi Analysis of the affective effects of pictorial stimuli used materials
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Kari, Jouko Ilmari, Ed. D.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS	The mapping of the basic dimensions of the affective effects of the pictorial teaching stimuli and interpretation based on pupils' own rating reactions and their reasons for such particular ratings.Attention is paid also such important control variables as sex and form level as factors influencing rating.
SAMPLE	Subjects: 109 pupils from 4th to 6th form levels.
METHODS	Methods of measurement: rating sheet and questionnaire - factor analytic study
TIME SCHEDULE	Starting date VII/72 Probable completion date V /73
SOURCE OF FINANCE	
DESCRIPTORS	instructional materials pictorial stimuli

48.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Suuntaavan oppimismateriaalin vaikutukset erilaisten oppilaiden affektiiviseen oppimiseen The effects of directive teaching materials on the affective learning of pupils
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Kari, Jouko, Ed. D.
BIBLIOGRAPHIC REFERENCE	Kari, Jouko, Suuntaavan oppimismateriaalin vaikutukset erilaisten oppilaiden affektiiviseen oppimiseen. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 139. 1972. 185p. ISBN 951-677-031-2
BACKGROUND, AIMS	The study dealt with the effects of certain elements of teaching materials (text, illustrations, and sound effects) on attitude formation and attitude change toward social topics to be learned.
SAMPLE	N=1178, pupils from the fourth and sixth grade.
METHODS	
MAIN FINDINGS	- Consistent affective elements were found to reinforce each other - There was a strong negative relation between the familiarity of the topic and the amount of attitude change. - Negative directive learning material versions clearly had stronger effects than the positively directive versions. - It was further noted that it was possible to predict to some extent differences in the reaction to teaching material from the pupils' background variables and personality traits.
TIME SCHEDULE	Starting date IX /70 Date of completion VI/ 72
SOURCE OF FINANCE	
DESCRIPTORS	instructional materials pictorial stimuli

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Opettajanvalmistuslaitokset opiskelijoiden eräiden persoonallisuuspiirteiden, asenteiden ja normien valossa. 2. Opettajiksi valmistuvien persoonallisuuden jäykkyydestä ja anomisesta vieraantumisesta Teacher training colleges in the light of students' personality traits, attitudes, and norms. 2. On the rigidity of personality and anomic alienation of teacher education students
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Karvonen, Juhani , prof.
BIBLIOGRAPHIC REFERENCE	Karvonen, Juhani, Opettajainvalmistuslaitokset opiskelijoiden eräiden persoonallisuudenpiirteiden, asenteiden ja normien valossa. 2. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 77. 1971. 29p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The object of the study was to clarify the rigidity of the personality and the anomic alienation of the students in teacher training colleges and also the changes in these characteristics during the training. The institutions studied were a seminary for male students and female students, Teacher Education Colleges and the University Teachers' College. The rigidity of personality was divided into five sub-divisions: (1) conflict tolerance, (2) dissonance resistance, (3) dogmatic conservatism, (4) conscientious diligence, and (5) ideological consistency. Teacher training colleges did not differ from each other in the personality variables, and no appreciable changes took place during the training. In the anomic alienation there obtained differences between the different teacher training institutions in accordance with the stated hypotheses: seminary students proved more anomic than college students.
TIME SCHEDULE	Starting date __/65 Date of completion__/71
SOURCE OF FINANCE	
DESCRIPTORS	teachers colleges personality studies teacher alienation

50.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Opettajainvalmistuslaitosten opiskelijoiden uranvalintamotiivien ja normien sekä opettajakoulutuksessa menestymisen välisistä yhteyksistä On the relationships between student teachers' motives for career choice, norms, and success in teacher education
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Karvonen, Juhani, Prof. Saarnivaara, Marjatta, Ed. M.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS	The purpose is to investigate the relationships between student teachers' motives for career choice, norms and success in teacher education. Besides that the stability of the motive structure is examined as a function of sex, type of institution and lenght of training.
SAMPLE	Six teacher education institutions: 3 teachers colleges - the 1st and 2nd courses, about 400 subjects, 3 teacher seminars - the 1st and 3rd form levels, about 120 subjects.
METHODS	Cross-sectional study. The stability of the motive structure is examined by the technique of symmetrical transformation analysis. Is part of prof. Karvonen's research programme on the formation and structure of student teachers' attitudes.
TIME SCHEDULE	Starting date __/65 Probable completion date __/10-72
SOURCE OF FINANCE	
DESCRIPTORS	teacher education socialization success factors motivation teachers colleges

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Sanavaraston rikastuttaminen ja kommunikaation perustaitojen oppiminen The enrichment of vocabulary and the basic skills of verbal communication
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Karvonen, Juhani, Prof.
BIBLIOGRAPHIC REFERENCE	Karvonen, Juhani, Sanavaraston rikastuttaminen ja kommunikaation perustaitojen oppiminen. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 76. 1971. 46p. and Jyväskylä studies in education, psychology and social research 24. University of Jyväskylä. 1971. 47p. (in English)
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to find out the enlarging effect of a vocabulary enrichment program aimed at the formation of rich association networks on the vocabulary of school entrants, and the relations of enlarged vocabulary to the learning of reading and writing. A vocabulary enrichment program was designed for the investigation. The program was intended to create rich cognitive, affective and motor association networks around the words to be learnt. The subjects were Ist grade primary school pupils from remote country villages and suburbs. In comparison with the conrol group, the experimental group succeeded better in all dependent variables. Their vocabulary enlarged more, reading ability and all of its component developed better, and the number of writers classified as poor was smaller. The enlargement of vocabulary could be considered to have some transfer effect on the learning of reading and writing. Clever pupils benefited more by the enrichment program than their intellectually poorer fellow pupils.
TIME SCHEDULE	Starting date 66 Date of completion 71
SOURCE OF FINANCE	National Board of Education, Research and Development Bureau. Institute for Educational Research
DESCRIPTORS	reading ability enrichment programs communication skills

52.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Yhteiskunnallisten oppiaineiden opetustavoitteiden muotoutuminen ja opetuksen vaikutus oppilaiden maailmankuvaan ja käsitykseen yhteiskunnasta The formation of social studies objectives and the effect of teaching on the pupils' view of the world and on their conceptions of society
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research Tampereen yliopisto. Psykologian laitos Institute of Psychology, University of Tampere Tampereen yliopisto. Sosiologian laitos Institute of Sosiology, University of Tampere
RESEARCHERS	Joensuun korkeakoulu. Kasvatustieteen laitos Institute of Education, University of Joensuu Nummenmaa, Tapio, Prof. Karvonen, Juhani, Prof Rantalaiho, Liisa, Ph. D. Takala, Annika, Prof.
BIBLIOGRAPHIC REFERENCE	Rantonen, Seppo, Res. Ass.
BACKGROUND, AIMS	1) the formation of teaching objectives 2) the relations between objectives and curriculum 3) the relation between the preparation of curriculum and teaching materials 4) the effect of teaching on pupils' conception of society
SAMPLE	
METHODS	The ideological analysis of social structure. Content analysis of the discussion in press upon the reports of educational committees and curricula. Personal interview: representatives of different social classes -teachers - pupils.
TIME SCHEDULE	Starting date 1/72 Probable completion date _/73-74
SOURCE OF FINANCE	A grant from the Social Science Research Council
DESCRIPTORS	social studies educational objectives curriculum instructional materials

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Asenteet ja asennemuutokset vieraita kieliä kohtaan hajotetussa ja periodiopetuksessa Attitudes and attitude changes towards foreign languages in distributed and concentrated teaching
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Koponen, Arvo, M.Ed.
BIBLIOGRAPHIC REFERENCE	Koponen, Arvo, Asenteet ja asennemuutokset vieraita kieliä kohtaan hajotetussa ja periodiopetuksessa. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 165. 1972. 22p. ISBN 951-677-076-2.
BACKGROUND, AIMS	The purpose was to examine whether the two groups differ in view of their attitudes towards foreign language learning. The following questions were studied (1) What are the pupils' attitudes towards foreign languages? (2) How do these attitudes change? (3) How are some intervening variables (sex, type of course, remedial teaching) related to these attitudes?
SAMPLE	
METHODS	
MAIN FINDINGS	No significant differences were found between the two groups with regard to attitudes towards foreign languages. The effect of intervening variables was stronger in distributed teaching and the attitudes became gradually less positive, whereas in concentrated teaching there were periods of declining and increasing interest. Concentrated teaching thus has certain advantages over ordinary distributed teaching and it can be recommended for foreign language teaching since it has no negative effects on the pupils' attitudes.
TIME SCHEDULE	Starting date IX/71 Date of completion XI/72
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	attitudes distributed teaching

54.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Koulumotivaation muutokset peruskoulun yläasteelle siirryttäessä Changes in achievement motivation on entering the upper level of the comprehensive school
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Koponen, Arvo, M. Ed.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS SAMPLE METHODS	The aim is to examine changes in students' achievement motivation on entering the upper level of three comprehensive schools with somewhat different study schedules. Subjects were approx. 350 pupils from the 7th form level of three experimental comprehensive schools. One group is studying according to the traditionally spaced weekly curriculum, another according to a schedule of concentrated 6-week study periods and the third group according to a partially concentrated study schedule. The method of measurement: a school motivation scale. The initial measurements have been carried out during the spring term of 1971, and the final measurements in May, 1972.
TIME SCHEDULE	Starting date IV/71 Probable completion date X /72
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	motivation

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH	Vieraan kielen koulusaavutukset hajotetussa ja periodiopetuksessa I
TITLE OF THE RESEARCH	Achievement in foreign languages in distributed and concentrated learning I
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Koponen, Arvo, M.Ed.
BIBLIOGRAPHIC REFERENCE	Koponen, Arvo, Vieraan kielen koulusaavutukset hajotetussa ja periodiopetuksessa I. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 159. 1972. 56p. ISBN 951-677-065-7.
BACKGROUND, AIMS	The purpose was to study foreign language learning in ordinary (distributed) schedule and in concentrated schedule (the year is divided into six periods and foreign languages are studied intensively during one period and not at all during the next, etc.). Each period contains six five-day weeks.
SAMPLE	The subjects were 189 pupils in grade 7 in two experimental comprehensive schools.
METHODS	The differences between the two systems were studied by means of Student's t-test, and the relations between the independent variables (linguistic ability, attitude towards Swedish language, and sex) and the language achievements were analyzed by correlation techniques.
MAIN FINDINGS	There were no appreciable differences between the two groups in the test measuring the achievements during the whole school year. The effects of independent variables were greater in distributed learning, in which the differences between the pupils with high linguistic ability and low ability grew larger, but not in concentrated learning. The result indicates that concentrated learning is better in this respect, and can be recommended for foreign language teaching.
TIME SCHEDULE	Starting date IX/ 71 Date of completion IX /71
SOURCE OF FINANCE	National Board of Education Research and Development Bureau
DESCRIPTORS	second language learning concentrated teaching distributed teaching

56.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Vieraan kielen koulusaavutukset hajotetussa ja periodiopetuksessa II Achievement in foreign languages in distributed and concentrated teaching II
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Koponen, Arvo, M.Ed.
BIBLIOGRAPHIC REFERENCE	Koponen, Arvo, Vieraan kielen koulusaavutukset hajotetussa ja periodiopetuksessa II. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 169. 1972. 17p. ISBN 951-677-082-7
BACKGROUND, AIMS SAMPLE METHODS	The purpose was to analyse what changes occurred during the summer holidays, in the pupils' retention of foreign language skills in groups which had been taught according to the ordinary (distributed) schedule and the concentrated schedule (a 6-week period of rather intensive FL-learning is followed by a "zero" 6-week period when there is no FL-study, succeeded by a "full" period etc.). It was also studied how certain intervening variables (such as sex, linguistic ability, attitudes toward FL-learning) are related to FL-learning.
MAIN FINDINGS	There were no significant changes in the two groups' FL-skills; the distribution vs. concentration of FL-study does not bring about changes in FL-achievements during the period of the 3 months' summer holidays. The analysis of the relations between the intervening variables and FL-achievements revealed that in the concentrated system FL-achievements are to a smaller extent affected by some relevant background variables than in the distributed system.
TIME SCHEDULE	Starting date IV / 72 Date of completion XII / 72
SOURCE OF FINANCE	National Board of Education Research and Development Bureau
DESCRIPTORS	second language learning distributed teaching academic achievement concentrated teaching

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Kokeiluperuskoulujen yhteiset äidinkielenkokeet lukuvuonna 1970-1971 Achievement tests in mother tongue (Finnish) in the experimental comprehensive schools in 1970-1971
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Koppinen, Marja-Leena, M. A.
BIBLIOGRAPHIC REFERENCE	Koppinen, Marja-Leena, Kokeiluperuskoulujen yhteiset äidinkielenkokeet lukuvuonna 1970-1971. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 104. 1971. 34p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	In the school year 1970-1971 achievement tests in Finnish were held in connection with the evaluation program. The V, VII and IX grades of the Finnish-speaking experimental comprehensive schools and the V grades of nine secondary schools participated in the testing. In each of these classes the following tests were held: a listening comprehension test, a reading comprehension test, and a test on the knowledge of structures, spelling and vocabulary. The tests proved to be suitable as regards reliability, difficulty level and discrimination power. The V grades of secondary schools were more successful in all tests than the IX grades of the experimental comprehensive schools.
TIME SCHEDULE	Starting date IX/ 70 Date of completion __/71
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	achievement tests

58.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	ITPA:n teoria, ominaisuudet ja käyttö The theory, characteristics and use of ITPA
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Kuusinen, Jorma , Ed.D. Blåfield, Lea , B.A.
BIBLIOGRAPHIC REFERENCE	Kuusinen, Jorma & Blåfield, Lea, ITPA:n teoria, ominaisuudet ja käyttö. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 156. 1972. 105p. ISBN 951-677-060-6.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The report contains a description of the theory of the ITPA test battery and a review of empirical studies carried out with ITPA. The survey deals with studies published by the end of 1971 concerning the factor structure and psychometric characteristics of ITPA, and studies concerning the use of ITPA with mentally retarded children, CP-children, children with sensory handicaps, emotionally disturbed, speech handicapped, aphatic children and children with learning difficulties. The survey also covers the studies on the effect of cultural deprivation and ethnic and racial background on psycholinguistic abilities, and studies on the effects of special training programmes on psycholinguistic abilities as measured with ITPA.
TIME SCHEDULE	Starting date I / 72 Date of completion VIII / 72
SOURCE OF FINANCE	
DESCRIPTORS	psycholinguistic abilities

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Kaupunki-maaseutu -ympäristön vaikutukset psykolingvistisiin kykyihin The effects of urban vs. rural environment on psycholinguistic abilities
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research Jyväskylän yliopisto. Psykologian laitos Institute of Psychology, University of Jyväskylä
RESEARCHERS	Kuusinen, Jorma, Doc. Blåfield, Lea, B. A. Uimonen, Marja-Terttu, B. A.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS SAMPLE METHODS	The purpose of the study is to investigate the suitability of the ITPA-test battery for children living in rural areas, because the early experiments on the test were directed only to urban children, and to compare the psycholinguistic abilities of children from urban and rural environments. Subjects were about 50 children at the nursery school age (average age: 6 years) from the rural communities of Rantsila and Haukipudas. The control group consisted of urban children at the same age level. Methods of analysis: methods used in the standardization of a test.
TIME SCHEDULE	Starting date V / 72 Probable completion date /73
SOURCE OF FINANCE	Humanities Research Council
DESCRIPTORS	communication skills child development intellectual development language ability

60.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Luku- ja kirjoitushäiriöisten ja -häiriöttömien psykolingvistiset kyvyt Psycholinguistic abilities of children with reading and writing problems
ORGANISATION/INSTITUTE	Jyväskylän yliopisto. Psykologian laitos Institute of Psychology, University of Jyväskylä Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Kuusinen, Jorma, Ed. D.
BIBLIOGRAPHIC REFERENCE	Kuusinen, Jorma, Luku- ja kirjoitushäiriöisten ja -häiriöttömien psykolingvistiset kyvyt. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 129. 1972. 39p. ISBN 951-677-018-5
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	This article describes the theoretical background of the Illinois Test of Psycholinguistic Abilities (ITPA), the description of communication based on the test, and presents the ITPA-test battery. On this basis the psychology of reading and writing disorders to the psycholinguistic abilities included in ITPA were examined. The empirical part of the article describes the study which reveals how ITPA discriminates pupils having reading and writing disorders from those not having them in the II and III grades of the comprehensive school. The results indicated that the pupils suffering from reading and writing disorders were significantly poorer than the control group in such psycholinguistic abilities as essentially deal with the reception and processing of information through a communication channel consisting of hearing and speech, and in tests measuring short term memory.
TIME SCHEDULE	Starting date VI/69 Date of completion ___/72
SOURCE OF FINANCE	
DESCRIPTORS	reading difficulty child development

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Koulumatkat ja koulumenestys School transportation and school achievement
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Käppi, Pekka, Ed.Lic.
BIBLIOGRAPHIC REFERENCE	Käppi, Pekka, Koulumatkat ja koulumenestys. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 83. 1971. 31p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to map the problems related to school transportation, the central problem of study being the relationships between pupils' school transportation and school achievements. The school transportation variable was extracted from the environmental variables and by varying it changes in the dependent variables were studied. The subjects (N=2100) consisted of primary school pupils of grades I, II, IV, VI and VIII. The results of the study indicated that, under prevailing administrative regulations, the length of school transportation does not usually cause any significant differences in the school achievement variables. The tendency could, however, be seen almost without exception that pupils having a long school transportation also had poorer school achievements. The length and frequency of waiting hours as well as unsatisfactory waiting conditions were clearly revealed by the study. Poor arrangements in school transportation brought about unreasonably long school weeks. In the extreme groups of pupils having long school transportation the length of the school week, transportation time included, amounted to 50-70 hours, whereas those with short school transportation had a school week of only 30-40 hours.
TIME SCHEDULE	Starting date III / 67 Date of completion __ / 71
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	extended school day, bus transportation, environmental

62.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Esikouluikäisille tarkoitetun visuaalista luovuutta kehittävän ohjelman vaikutusten pysyvyys ja siirtovaikutuksen ilmeneminen kansakoulun ensimmäisellä luokalla On the stability and transfer effects of a pre-school programme for the development of visual creativity in grade I of the elementary school
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Lahtinen, Anja, Ed. Lic. Saarnivaara, Marjatta, Ed. M.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS	1. To find out the stability of the effects of the programme for the development of visual creativity 2. To examine the transfer effects of the programme 3. To construct and develop tests for the measurement of creativity
SAMPLE	Subjects from the first grade of the primary school. About 100 children in individual tests, approx. 300 in group tests.
METHODS	Research design Training schedules: A perceptual-motor programme (for the experimental group). A programme for expanding action patterns. A control group will also be used. Differences in group averages between the experimental and control groups in 9 tests. Tests of creative ability: a) a number of the tests used by Liikanen in her pre-school programme, b) parallel tests and c) verbal tests. A subproject of the Art Education Project (Project leader: Pirkko Liikanen, Ed. Lic.)
TIME SCHEDULE	Starting date III/72 Probable completion date XII/72
SOURCE OF FINANCE	
DESCRIPTORS	creativity enrichment programs

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Sanavaraston rikastuttaminen ja lasten piirustuksissa ilmenevä luova toiminta Vocabulary enrichment and the creative expression in the drawings of children
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Lahtinen, Anja, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	Lahtinen, Anja, Sanavaraston rikastuttaminen ja lasten piirustuksissa ilmenevä luova toiminta. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 103. 1971. 55p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The study is a part of a larger project where the relations of vocabulary enrichment to basic abilities of communication, learning of concepts and creative expression were studied. A special enrichment program was created for the study, the effects of the program were studied on the Istgrades of remote village-schools. By creative expression in the drawings we meantthe complexity of the drawing, expression of an idea, originality and the level of form. The enrichment program affected mainly the creativity of gifted children's drawings, otherwise the effect was seen only in the increase of details in the drawings.
TIME SCHEDULE	Starting date __/65 Date of completion __/71
SOURCE OF FINANCE	Institute for Educational Research National Board of Education
	enrichment program

64.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	I.E.A.:n kansainvälinen koulusaavutustutkimus The I.E.A. study of six subject areas
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	The International Association for the Evaluation of Educational Achievement (I.E.A.) Technical officer in Finland: Kimmo Leimu, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research University of Jyväskylä.
BACKGROUND, AIMS SAMPLE METHODS	International study in the domain of comparative education. In it different kinds of background variables such as social, economic and pedagogic circumstances of some countries are related to the results obtained by theireducational systems in the cognitive as well as affective (e.g. attitudes) areas. Altogether 22 countries participate in the research. Subjects: Stage 1: Science (physics, chemistry, biology), reading comprehension, literature; Stage 2: English, social studies. Populations: 1) 10-year-olds, 2) 14-year-olds, 3) students attending the last grades at civic schools or junior secondary schools and 4) students at pre-university (abitur) grade of the secondary schools. A comparative sample of Finnish primary, civic and secondary schools. Multivariate design: approx. 1000 variables classified on the one hand into home, student, teacher and school variables, on the other into explanatory, control, kindred ,confounding and doubtful variables.
TIME SCHEDULE	Starting date __/66 Probable completion date __/73
SOURCE OF FINANCE	International financial aid from USA's Office of Education, Volkswagen,John Wiley & Co, Ford, Leverhulme and Riksbankens Jubileumfond to mention only a few. Finnish national costs in 1966-69 financed by the Ministry of Education. Institute for Educational Research from 1970 onwards.
DESCRIPTORS	comparative education evaluation

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Korkeakoulujen oppiainelaitosten hallintokokeiluista saadut kokemukset. Hallinnonuudistustutkimuksia. 3. Experiences from administrative experiments in university and college departments
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Lillberg, Juhani, M. Ed.
BIBLIOGRAPHIC REFERENCE	Lillberg. Juhani, Korkeakoulujen oppiainelaitosten hallintokokeiluista saadut kokemukset. Hallinnonuudistustutkimuksia. 3. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 111. 1971. 52p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The main purpose of the study was to examine experiences received from the present administrative experiments and reforms on the department level. Data were collected by questionnaires from 222 departments and 469 representatives of department administration. One third of the representatives of department administration were professors, one third other teachers or officials and the last third students. Experiences from the functions of department administration were altogether positive. The grounds for the selection of an administrative body has not had a consistent effect on experiences. Of other factors involved the official status of the respondent has had the greatest influence on the experiences as well as on the ideas for the organizing of department administration.
TIME SCHEDULE	Starting date II / 71 Date of completion II /72
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	university administration student participation administrative change

66.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Korkeakoulujen sisäinen uudistuminen The internal reform of universities and colleges
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Lillberg, Juhani, Ed. M.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational research, University of Jyväskylä.
BACKGROUND, AIMS SAMPLE METHODS	The study deals with the changes in teaching contents of the universities and colleges and relates them to administrative and organizational features. The study is published in several reports concentrating on the policy pursued in our universities and colleges, decision making in our educational system, changes in teaching contents and factors related to these. The study covers the period 1950-1970 and data are gathered on regulations, examination requirements, teaching programmes. Data are also gathered through a questionnaire presented to university departments. The study includes all our universities and colleges while some empirical parts, however, concern only the universities and only a few fields of study. A subproject of the Research for University and College Administration Reform. Leader: Marjatta Marin, Doc.
TIME SCHEDULE	Starting date III/ 72 Probable completion date __/__
SOURCE OF FINANCE	A grant from the Ministry of Education
DESCRIPTORS	university administration requirements

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Assistenttien asema ja tehtävät korkeakouluissa. 1. Hallinnnonuudistustutkimuksia. 2. The position and duties of assistants in universities and colleges. 1.
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Marin, Marjatta, Ph. D.
BIBLIOGRAPHIC REFERENCE	Marin, Marjatta, Assistenttien asema ja tehtävät korkeakouluissa. 1. Hallinnonuudistustutkimuksia. 2. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 110. 1971. 85p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The position and duties of assistants are described in the study on the basis of assistants' answers to certain questions, and also on the basis of university statutes, regulations and assistants' regulations. The main emphasis is on the clarification of assistants' work-experiences and conditions. 803 answers were included in data processing which was performed university by university and department by department. Results: 1) The mobility of assistants is great 2) the position and duties of assistants change subject- and facultywise more than university-wise, 3) the position of assistants has declined to a great extent at the end of the 1960's, and 4) an increasing amount of teaching is given by temporary and lower teaching staff.
TIME SCHEDULE	Starting date III/71 Date of completion XI/71
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	university administration legal protection teacher recruitment

68.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Korkeakoulujen jatko- ja täydennyskoulutus Graduate training at colleges and universities
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Marin, Marjatta, Ph. D., Ass. Prof.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS SAMPLE METHODS	The purpose is to analyse the objectives and aims of graduate training at colleges and universities, the factual and potential number of post-graduates, and plans for the reorganization of graduate training. The material is collected in co-operation with universities and colleges. The study is focused on the graduate training systems of six to eight universities (the present state and future plans); follow-up study of the students who started their studies in 1960 in the universities of Helsinki, Jyväskylä and Oulu, extending up to the year 1972 (graduation, transfer to teaching or research posts at colleges and universities) A subproject of the Research on the Reform of University and College Administration.
TIME SCHEDULE	Starting date I / 72 Probable completion date __/__
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	university administration continuation education

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Korkeakoulujen sisäisen hallinnon uudistaminen Reform of administration in higher education
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Marin, Marjatta, Ph.D. Määttä, Pentti, M.A. Lillberg, Juhani, M.Ed. Jalkanen, Hannu, B.A.
BIBLIOGRAPHIC REFERENCE	Marin, Marjatta, Määttä, Pentti, Lillberg, Juhani & Jalkanen, Hannu, Korkeakoulujen sisäisen hallinnon uudistaminen. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 89. 86p.
BACKGROUND, AIMS	The review is divided in four parts. The first part deals with the values and objectives of higher education on the one hand from the point of view of organization and on the other hand from the point of view of university/college community, and with the relevance of these viewpoints to the administration in higher education. The second part describes the shift of emphasis from quantitative (greater enrolment) development to qualitative development (reform of administration). The third and fourth parts analyze the present administration in some colleges and universities which is based on faculty position and discuss some proposals and initiatives for administrative reforms.
SAMPLE	
METHODS	
MAIN FINDINGS	
TIME SCHEDULE	Starting date XI / 70 Date of completion I / 71
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	higher education

70.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Asenteiden kehittyminen koulunkäyntiin ja eräisiin jaksottaisesti luettuihin oppiaineisiin kahden periodin aikana The development of attitudes towards the school and some subjects in the system of concentrated teaching
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Mäki-Rahkola, Marita, B.A.
BIBLIOGRAPHIC REFERENCE	Mäki-Rahkola, Marita, Asenteiden kehittyminen koulunkäyntiin ja eräisiin jaksottaisesti luettuihin oppiaineisiin kahden periodin aikana Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 166. 1972. ISBN 951-677-077-0. 26p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The study examined the development of pupil attitudes towards the school, the concentrated system of studies, tests, and subjects studied intensively during two periods. It was further studied how some features of concentrated teaching such as the length of the study period and the number of weekly hours influence attitudes. The five measurements were carried out by means of the "attitude differential" in grades VIII and IX (N=300). The results indicated that the system of concentrated study periods is more suitable for older pupils and for slow learners for whom the end of a study period probably offers a more meaningful intermediate goal than the end of a term. In regard of some aspects of the concentrated system it was found that a period lasting 6 weeks was the most favourable to positive attitude development, in the zero periods attitudes remained unchanged.
TIME SCHEDULE	Starting date X/71 Date of completion X/72
SOURCE OF FINANCE	National Board of Education Research and Development Bureau
DESCRIPTORS	attitudes concentrated teaching

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Korkeakoulujen muun kuin tutkimus- ja opetushenkilökunnan asema The position of non-professional staff in universities and colleges
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Määttä, Pentti, M. A.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS SAMPLE METHODS	The purpose is to investigate the position of non-professional staff at least in the following respects: - what groups of persons are included in the non-professional staff and how this staff is divided among different sectors of universities. - how staff members experience their legal security and what are their resources to control their rights - what are the special interests of non-professional staff in universities and colleges and how willing are they to participate in decision making. The problems mentioned above are studied in the 17 universities listed in the Law on the Development of Universities. Documentary material, statistics and questionnaires and interviews will be used.
TIME SCHEDULE	Starting date III/72 Probable completion date __/72 and 73
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	university administration non-professional personnel legal protection decision making

72.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Vertaileva analyysi korkeakouluhallinnosta. 1. Korkeakoulujen autonomian, tarkoituksen ja sisäisen hallinnon kytkennät. Hallinnonuudistustutkimuksia. 5. Comparative analysis of administration in higher education. 1. The relations between the autonomy, purpose and internal administration of universities and colleges
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Määttä, Pentti, M. A.
BIBLIOGRAPHIC REFERENCE	Määttä, Pentti, Vertaileva analyysi korkeakouluhallinnosta. 1. Korkeakoulujen autonomian, tarkoituksen ja sisäisen hallinnon kytkennät. Hallinnonuudistustutkimuksia. 5. Jyväskylan yliopisto. Kasvatustieteiden tutkimuslaitos. Report 117. 1971. 40p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The study deals mainly theoretically with the internal administration of universities/colleges as a phenomenon strictly related to the autonomy and purpose of higher education. Autonomy was devided into two components, the political and the economic by which a typology illustrating the autonomy of universities and colleges was constructed. According to their purpose the universities/colleges were divided into academic, technocratic and social-critical institutions, each of which has its different social, implict and explict functions. The investigation lends support to the idea that the autonomous, academic university model is slowly dissappearing, and that the re-orientation of higher education depends primarily on two adjustable tests, which again correlate with each other, namely: autonomy and the internal organization of administration.
TIME SCHEDULE	Starting date II/71 Date of completion XII/71
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	higher education university administration

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Children's conceptions of the adult world
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Nummenmaa, Tapio, Ed.D.
BIBLIOGRAPHIC REFERENCE	Nummenmaa, Tapio, Children's conceptions of the adult world. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 91. 1971. 80p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to describe children's conceptions of war and peace, power and the use of power, deviating groups, and the protection of nature. In the study participated 90 children who had been arbitrarily chosen from Tampere; the children presented age groups 5-6, 7-8 and 9-10 years; from each group 15 girls and 15 boys. The research method used was interviewing. The answers were recorded and later literally copied in writing. Two people went through the answers and classified them. In chapter II the answers are dealt with one by one to find out where the answers in different age groups are similar and where they differ. Examples illustrate the presentation. In chapter III children's answers are dealt with so that a summary is given on how the different age groups answered the questions presenting the various subject fields, and also some previous studies are brought up. These, however, were quite scarce. General traits in the structure of conceptions have also been described briefly. Imaginative elements within the conceptions have been analyzed briefly in chapter IV. Imaginative thinking in the framework of problem solving, and free imaginative production are separated, and the presentation of each in the answers is briefly dealt with.
TIME SCHEDULE	Starting date __/__ Date of completion __/71
SOURCE OF FINANCE	
DESCRIPTORS	childhood attitudes

74.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	The effect of television on personal norms
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Olkinuora, Erkki Tapio, Lic. Pol. Sci.
BIBLIOGRAPHIC REFERENCE	Olkinuora, Erkki Tapio, The effect of television on personal norms. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 105. 1971. 38p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The reported study deals with the influence of TV on personal norms and norm alienation due to the introduction of TV to new districts. The investigation was based on a panel design according to which the first measurement took place before, and the second measurement after the introduction of TV. The concept of personal norms was divided into components - affective, cognitive and behavioral component, and that of normative expectations, each of which was measured separately. The results indicated that TV influenced primarily the cognitive component increasing inter-individual differences rather than changing the prevailing personal norms.
TIME SCHEDULE	Starting date VI/66 Date of completion ___/71
SOURCE OF FINANCE	Finnish Broadcasting Company
DESCRIPTORS	mass media

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Sosialisaatio, persoonallisten normien rakenne ja normivieraantuminen Socialization, the structure of personal norms, and norm alienation
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Olkinuora, Erkki, Lic. Soc. Sci.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS	To test empirically the theory developed by the author.
SAMPLE	Subjects: 979 men in military service (most of them were 20 years old).
METHODS	Their personal norms and norm alienation were measured multidimensionally by the questionnaire, (norm differential) developed by the investigator.
TIME SCHEDULE	Starting date IX / 69 Probable completion date XII/ 72
SOURCE OF FINANCE	Social Science Research Council
DESCRIPTORS	social attitudes socialization alienation

76.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Kansakoulun raittiusopetuksen analysointi opettajille tehtävän kyselyn, oppituntien observoinnin ja oppilaiden reaktioiden mittaamisen avulla An analysis of alcohol education in the elementary school on the basis of teacher interviews, lesson observations and measurement of pupils' reactions
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Olkinuora, Hannu, Ed. Lic. Järvinen, Erkki, B. Ed.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS	To obtain information which helps in improving alcohol education in the comprehensive schools.
SAMPLE METHODS	A questionnaire to teachers, an observation blank, a questionnaire to students, an achievement test to students, an attitude and norm scale to students.
TIME SCHEDULE	Starting date V / 71 Probable completion date I / 73
SOURCE OF FINANCE	The Institute for Alcohol Research
DESCRIPTORS	alcohol education

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Lukion kieltenopettajien asenteet ja odotukset jatkokoulutuksessa The attitudes and expectations of upper secondary school foreign language teachers in further training
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Piippo, Teuvo, Ed. M. Karvonen, Juhani, Prof.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS	To evaluate the further training programme for upper secondary school foreign language teachers produced by the Finnish Broadcasting Corporation and the Ministry of Education, in January-February 1972.
SAMPLE	The research included 327 foreign language teachers on the upper level of the secondary school.
METHODS	In the beginning of the course the initial measurement was made by questionnaire technique and the final measurement after finishing the course. Subproject of Prof. Juhani Karvonen's research programme "Teachers' attitudes, expectations and learning results in further training".
TIME SCHEDULE	Starting date 1/72 Probable completion date __/73
SOURCE OF FINANCE	
DESCRIPTORS	inservice teacher education educational television educational radio changing attitudes

78.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH	Peruskoulun eriyttämisratkaisun evaluoinnin lähtökohdista ja ongelmista
TITLE OF THE RESEARCH	Basic concepts and problems in the evaluation of differentation in the comprehensive school
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Piippo, Teuvo, M.Ed.
BIBLIOGRAPHIC REFERENCE	Piippo, Teuvo, Peruskoulun eriyttämisratkaisun evaluoinnin lähtökohdista ja ongelmista. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 151. 1972. 39p. ISBN 951-677-051-7.
BACKGROUND, AIMS	The report deals with the basic concepts of educational and curriculum planning and development, and with curriculum evaluation. The report forms the basis for the general principles and problems of the subsequent evaluation of differentation in the comprehensive school.
SAMPLE	
METHODS	
MAIN FINDINGS	
TIME SCHEDULE	Starting date I/71 Date of completion VIII/72
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	curriculum development differentiation

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Kokeiluperuskoulujen yhteiset matematiikan kokeet lukuvuonna 1970-1971 Achievement tests in mathematics in the experimental comprehensive schools in 1970-1971
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Puro,Juhani, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	Puro, Juhani, Kokeiluperuskoulujen yhteiset matematiikan kokeet lukuvuonna 1970-1971. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 101. 1971. 20p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to (i) describe the mathematics evaluation program in the comprehensive schools and (ii) to present the results of achievement testing in the school year 1970-1971. Grades VI-IX in the experimental comprehensive schools and a few classes in secondary schools (IV and V grades) participated in the study. The reliability coefficients varied between .70 and .80 and the difficulty level was generally suitable. In Swedish-speaking schools the results were slightly inferior to the results obtained in Finnish-speaking schools. This result is probably due to the lack of materials which are consistent with the new curriculum. The differences between the different courses proved to be great (in grade VII 1,5 grade points, in VIII and IX grades 2 grade points;grading system being from 4-10; 4=fail, 10=excellent) The secondary school pupils' results were better than in the intermediate course but weaker than in the advanced course. The achievement of cognitive objectives has been satisfactory.
TIME SCHEDULE	Starting date X / 70 Date of completion IX / 71
SOURCE OF FINANCE	Institute for Educational Research National Board of Education
DESCRIPTORS	mathematics evaluation

80.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Kokeiluperuskoulujen I-III luokkien matematiikan oppimismateriaali lukuvuonna 1970-71 The learning materials in mathematics in grades I-III of the comprehensive school in the school year 1970-71
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Puro, Juhani, Ed.Lic.
BIBLIOGRAPHIC REFERENCE	Puro, Juhani, Kokeiluperuskoulujen I-III luokkien matematiikan oppimismateriaali lukuvuonna 1970-71. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 93. 1971. 15p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The data were collected by means of a teacher questionnaire (N=163, 240 classes). Results by problem areas: 1) All available new math textbooks were used. Teacher's guides and supplementary materials were not available in all schools. 2) Teachers have to prepare a lot of additional material especially for the faster pupils. The differences between the various books in regard of the need for supplementary material were not statistically significant. 3) 70-90 per cent of the faster pupils do almost all of the problems intended for the slow pupils. 4) One third of the I-II grade teachers and two thirds of the III grade teachers thought that their schools had no concrete pupil material worth mentioning. In the light of the obtained results it can be stated that in the school year 1970-71 the teachers had had limited opportunity to realize the new mathematics curriculum.
TIME SCHEDULE	Starting date IV.'70 Date of completion VIII/71
SOURCE OF FINANCE	Ministry of Education National Board of Education
DESCRIPTORS	mathematics

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Matematiikan erityisopetuksen tarve kokeiluperuskoulujen I-III luokilla lukuvuonna 1970-71 The need of special mathematics instruction in comprehensive school grades I-III during the school year 1970-71
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Puro, Juhani , Ed.Lic.
BIBLIOGRAPHIC REFERENCE	Puro, Juhani, Matematiikan erityisopetuksen tarve kokeiluperuskoulujen I-III luokilla lukuvuonna 1970-71. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 98. 1971. 15p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to find out how great comprehensive school I-III grade-teachers consider the need for special instruction and to what extent the learning material in use was related to it. 163 teachers from 240 classes with 3389 pupils participated in the investigation. Special instruction proved necessary with approximately 11.7 per cent of the pupils. When certain text-book packages were used the need for special instruction increased from grade I to grade III; while using another text-book package the need decreased. The size and the composition of the class (single class, compound class) did not influence the need for special instruction.
TIME SCHEDULE	Starting date IX/ 70 Date of completion VIII/ 71
SOURCE OF FINANCE	Ministry of Education National Board of Education
DESCRIPTORS	remedial instruction

82.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Matematiikan oppimisvaikeudet kokeiluperuskoulujen I-III luokilla Learning difficulties in mathematics in grades 1 to 3 of the comprehensive school
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Puro, Juhani, Ed.Lic.
BIBLIOGRAPHIC REFERENCE	Puro, Juhani, Matematiikan oppimisvaikeudet kokeiluperuskoulujen I-III luokilla. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 163. 1972. 137p. ISBN 951-677-071-1.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose was to (1) establish the frequency of learning difficulties in mathematics in grades 1 to 3 of the comprehensive school, and to analyze how certain variables concerning pupils, organization of school work, teachers, and teaching materials are related to learning difficulties, and (2) to survey the stuff that is found difficult. The study comprised 240 classes with a total of 3389 pupils. The data were gathered at several stages mainly by questionnaires. The data analysis yielded information about the frequency of learning difficulties in mathematics in the early grades and about the relations between some organizational variables and the frequency of learning difficulties. The difficult content areas were also mapped.
TIME SCHEDULE	Starting date IX/70 Date of completion IX/72
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	mathematics learning difficulties

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Matematiikan tukiopetusmateriaalin kehittämisprojekti Development of material for remedial teaching in mathematics
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Puro, Juhani, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS	The purpose of the study is 1) to find out the phases of the curriculum where material is needed, 2) to develop materials and 3) to study the suitability of the material
SAMPLE	
METHODS	1) A questionnaire to teachers (the 1st form level 83 teachers, the 2nd 83, the 3rd 74) and diagnostic tests 2) An experimental design, measurement of achievement. Teacher ratings
TIME SCHEDULE	Starting date IX / 70 Probable completion date XII/ 73
SOURCE OF FINANCE	Ministry of Education National Board of Education
DESCRIPTORS	instructional materials mathematics

84.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH	Oppikirjan vaikutus matematiikan koulussavutuksiin kokeiluperuskoulujen I-III luokilla
TITLE OF THE RESEARCH	The influence of mathematics text-books on achievement on the I-III grades of comprehensive schools
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Puro, Juhani, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	Puro, Juhani, Oppikirjan vaikutus matematiikan koulusaavutuksiin kokeiluperuskoulujen I-III luokilla. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 112. 1971. 31p.
BACKGROUND, AIMS	The purpose was to analyze to what extent textbooks contribute to the differences in mathematics school achievements in grades I-III in experimental comprehensive schools. School achievements were measured by two different tests at each grade level. The sample consisted of 3051 pupils, appr. 1000 at each grade level. The groups using different textbooks were matched on pupils' intelligence and on some organizational, teacher and teaching material variables. The results indicate that the groups using different textbooks differed significantly from each other as regards mathematics achievements in grades I to III. The textbooks accounts, however, for only 1-4 % of the pupils' test performance variance.
SAMPLE	
METHODS	
MAIN FINDINGS	
TIME SCHEDULE	Starting date X / 70 Date of completion X / 71
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	mathematics text-book evaluation instructional materials

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Tukiopetus kokeiluperuskoulujen VII-IX luokilla lukuvuonna 1970-71 Remedial instruction in grades VII-IX in experimental comprehensive schools in 1970-71
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Puro, Juhani, Ed.Lic.
BIBLIOGRAPHIC REFERENCE	Puro, Juhani, Tukiopetus kokeiluperuskoulujen VII-IX luokilla lukuvuonna 1970-71. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 130. 1972. 16p. ISBN 951-677-019-3.
BACKGROUND, AIMS	The purpose of the study was to find out on the basis of remedial instruction diaries 1) to what extent remedial instruction had been given, 2) how large the groups participating in remedial instruction were, 3) the distribution of pupils receiving remedial instruction as regards sex and course-level, 4) to what extent remedial instruction was given during the different months of the term and the various periods of the school day and 5) what topics were dealt with in remedial instruction.
SAMPLE	
METHODS	
MAIN FINDINGS	
TIME SCHEDULE	Starting date VII/ 71 Date of completion III/ 72
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	remedial instruction

86.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Vaikeat, helpot, innostavat ja ikävystyttävät sivut peruskoulun I-III luokkien matematiikan oppikirjoissa I. Difficult, easy, stimulating and boring pages in the mathematics text-books of comprehensive school grades I-III
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Puro, Juhani , Ed.Lic.
BIBLIOGRAPHIC REFERENCE	Puro, Juhani, Vaikeat, helpot, innostavat ja ikävystyttävät sivut peruskoulun I-III luokkien matematiikan oppikirjoissa I. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 97. 1971. 21p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to clarify which pages in the mathematics text-books of comprehensive school grades I-III were difficult, easy, stimulating and boring, and which pages were difficult to slow learners. The data were collected from teachers (N=168; number of classes 240) by means of a questionnaire. The results indicated the pages in question and the amount of different pages in different text-books. Difficult pages proved boring and stimulating pages generally easy. The results have already been used in the Department of School Research while difficult subject material has been studied in order to develop remedial instructional material.
TIME SCHEDULE	Starting date IX / 70 Date of completion VIII / 71
SOURCE OF FINANCE	Ministry of Education National Board of Education
DESCRIPTORS	instructional materials text-book evaluation

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Vaikeat, helpot, innostavat ja ikävystyttävät sivut peruskoulun I-III luokkien matematiikan oppikirjoissa. 2. Difficult, easy, stimulating and boring pages in the mathematics text-books of comprehensive school grades I-III. 2.
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Puro, Juhani, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	Puro, Juhani, Vaikeat, helpot, innostavat ja ikävystyttävät sivut peruskoulun I-III luokkien matematiikan oppikirjoissa. 2. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 113. 1971. 29p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to locate the difficult, stimulating and boring pages in the mathematics textbooks used in grades I-III in spring 1971 in the experimental comprehensive schools. The data were obtained from teachers by means of a questionnaire (N = 124, 172 classes). The pages which in teacher's opinion are difficult, stimulating and boring to the whole class were located. Simultaneously it was found out how many pages in different textbooks teachers regarded as difficult, stimulating and boring.
TIME SCHEDULE	Starting date I / 71 Date of completion XI / 71
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	mathematics text-book evaluation instructional materials

88.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Opettajan tehokkuus oppilaiden koulusaavutusten ja persoonallisuuden kehittämisessä Teacher's effectiveness in improving pupils's school achievements and developing their personality
ORGANISATION/INSTITUTE	Kasvatusteiteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Renko, Manu, Ed.D.
BIBLIOGRAPHIC REFERENCE	Renko, Manu, Opettajan tehokkuus oppilaiden koulusaavutusten ja persoonallisuuden kehittämisessä. Jyväskylä studies in education, psychology and social research 26. University of Jyväskylä. 1971. 142p. and Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 161. 1972. 10p. (Summary) ISBN 951-677-067-3.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose was to develop and empirically test a kind of educational "basic theory" which could be applied to the study of teaching and from which theory-construction could proceed further. The subjects were 49 primary school teachers and their 995 pupils in grades II and IV of the primary school. Data were obtained by observation, tape-recording of lessons, and group tests. Each teacher held two lessons which were measured. Independent variables: teachers' educational background, teachers' personality traits, teaching procedure. Dependent variables: pupils' school achievements and personality. General teaching technological knowledge was related to the effectiveness of teaching. The number of teaching episodes had a strong effect on learning. Illustrations and demonstrations had a positive effect in grade IV but no effect was observed in grade II. The logic of teaching, particularly the amount of deduction, had some impact on learning. Teacher's knowledge about the students' achievements was slightly related to the effectiveness of learning. Teacher's personality had some influence on the development of pupils' personality in grade II, but not in grade IV, whereas the opposite was true in regard of the development of school achievements.
TIME SCHEDULE	Starting date __/__ Date of completion ___/71
SOURCE OF FINANCE	
	academic achievement

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Opetustutkimus 1969 Investigation of teaching 1969
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Renko, Manu, Ed. D.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS	The main purpose of the investigation is to study the relations between a number of teacher variables and student achievement and the development of students' personality.
SAMPLE	Subjects: 30 teachers from the 2nd grade, 30 from the 4th grade, 800 pupils on each of the grade levels.
METHODS	Methods of measurement: observation of teaching pupil achievement tests, teachers' personality rating, students' personality inventory and other teacher and student background variables. Natural variation as the basis of the experimental design. Part of the study already published as a dissertation. Other parts will be published later.
TIME SCHEDULE	Starting date 69 Probable completion date /72
SOURCE OF FINANCE	Institute for Educational Research The Finnish Cultural Foundation
DESCRIPTORS	teacher evaluation teaching skills teacher characteristics academic achievement

90.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Oppilaan sosiaalisen taustan yhteys koulumenestykseen kokeiluperuskoulun VII ja VIII luokilla 1967-69 The relation of pupils' social background to school achievements on the VII and VIII grades of the experimental comprehensive schools in 1967-69
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Ritvanen, Riitta , M.Ed.
BIBLIOGRAPHIC REFERENCE	Ritvanen, Riitta, Oppilaan sosiaalisen taustan yhteys koulumenestykseen kokeiluperuskoulun VII ja VIII luokilla 1967-69. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 85. 1971. 17p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to explain the relation of pupils' social background to school achievements, and in addition to explain the relation of personality and ability variables to the variance of school achievements. Subjects were 969 comprehensive school VII-graders who participated in the research project initiated by the Central Board of Schools. Results indicated that social background variables explained about 20-30 % of the variance of school achievements. They explained more the choice of course levels in languages than that of mathematics. Pupils from lower social strata, large families and pupils whose parents were not much interested in the school reform chose more limited courses. Especially the importance of pupils' goals as regards school achievements was noted. Social variables seemed to explain these goals.
TIME SCHEDULE	Starting date __/__ Date of completion __/_71
SOURCE OF FINANCE	
DESCRIPTORS	social background

COUNTRY DATE	Finland December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Luku- ja kirjoitushäiriöisten oppilaiden lukemisen ja kirjoituksen virheiden rakenne sekä virheiden yhteydet eräisiin kognitiivisen kehitystason muuttujiin The structure of mistakes made by pupils suffering from reading and writing disorders and the relation of these to some variables of the cognitive development-level
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Ruoppila, Isto , Prof. Västi, Maire, M.Ed.
BIBLIOGRAPHIC REFERENCE	Ruoppila, Isto & Västi, Maire, Luku- ja kirjoitushäiriöisten oppilaiden lukemisen ja kirjoituksen virheiden rakenne sekä virheiden yhteydet eräisiin kognitiivisen kehitystason muuttujiin. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 81. 1971. 98p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	Errors are classified in accordance with a classification procedure, phenomenological rather than etiological, previously developed by the authors. By 'reading and writing difficulties' is meant a level of performance characteristic of the lowest 15 per cent of school children in grade II of comprehensive school with IQs over 85. The level of cognitive development is measured by verbal and performance tests, which have been standardized in Finland, and by Minnesota percepto-diagnostic test. Correlations between reading and writing errors are low, although the correlations between error sums are .5. Also the correlations between errors and cognitive variables are low, the highest being .35. The factor analysis generated two factors describing reading errors, three factors consisting of writing errors, and two factors describing other cognitive variables. The specificity of reading and writing difficulties means that diagnosis of these difficulties requires tests which have spesific error classifications.
TIME SCHEDULE	Starting date II/69 Date of completion II/71
SOURCE OF FINANCE	
DESCRIPTORS	oral reading learning difficulties

92.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Esikoululaisten huoltajien mielipiteitä ja käsityksiä esikoulusta What preschool children's parents think about preschool education
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Röman, Kyllikki, M.Ed.
BIBLIOGRAPHIC REFERENCE	Röman, Kyllikki, Esikoululaisten huoltajien mielipiteitä ja käsityksiä esikoulusta. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 150. 1972. 60p. ISBN 951-677-050-9.
BACKGROUND, AIMS	The study examined views and attitudes about preschool education of those parents whose children participated in an experiment arranged by the Preschool Committee.
SAMPLE METHODS	The sample, composed of 395 families, included all parents. The survey was conducted by means of a questionnaire, which was returned by 99.24 % of all parents. The questions dealt with the need of preschool, its organizational relation to the school system, its aims and pedagogical contents, cooperation between home and school.
MAIN FINDINGS	It was generally hoped that preschool were available to all children and that it would function as a separate unit or in connection with the kindergarten rather than the comprehensive school. Central educational aims were the development of cooperation, problem solving ability and creativity, and the diagnosis and remedial treatment of learning difficulties. The parents expected the preschool activities to resemble more those of the kindergarten than of the school. The parents were willing to participate in the cooperation between home and school.
TIME SCHEDULE	Starting date VIII/71 Date of completion VIII/72
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	preschool education

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Toiminnan kehystekijöiden kartoitus esikoulukokeiluun 1971-1972 osallistuvissa kokeilupisteissä Survey of functional determinants in experimental preschools in 1971-1972
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Röman, Kyllikki, M. Ed.
BIBLIOGRAPHIC REFERENCE	Röman, Kyllikki, Toiminnan kehystekijöiden kartoitus esikoulukokeiluun 1971-1972 osallistuvissa kokeilupisteissä. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 121. 1971. 36p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	On the initiative of the preschool committee and the National Board of Schools preschool experiments were started in 11 municipalities in autumn 1971. Experiments are carried out both by the Ministry of Social Affairs and the Ministry of Education. Preschool is going to expand in the near future. One of the aims of the preschool experiments is to obtain information about the functioning conditions available for the preschools at the present moment. Experiments in progress have provided information on the following aspects: 1) Administrative organization of experimental preschools 2) Physical environment of preschools, 3) Teachers and other personnel involved in experiments, 4) Preschool pupils and arrangements concerning them. Since experimentation has taken place under the auspices of social and educational agencies, it has been possible to gather experiences from different conditions and organizations, and to get some clues as to what aspects should receive special attention in in the planning of preschools.
TIME SCHEDULE	Starting date VIII/ 71 Date of completion XII/ 71
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	preschool education school planning

94.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Oppilaiden affektiivisista reaktioista periodin aikana. (Oppilaiden asenteet ja asennemuutokset periodin aikana periodilukua kokeilevassa kokeiluperuskoulussa) Pupils' affective reactions during a 6-week study period.
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Saari, Hannu, Ed.Lic.
BIBLIOGRAPHIC REFERENCE	Saari, Hannu, Oppilaiden affektiivisista reaktioista periodin aikana. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 167. 1972. 68p. ISBN 951-677-080-0.
BACKGROUND, AIMS SAMPLE METHODS	The report is one of a series of reports which analyze various aspects of concentrated teaching in which the two-term school year is divided into shorter periods forming an organic unit of study. Weekly measurements (during 7 weeks) assessed pupils' attitudes towards the school, the experimental study system, biology, geography, physics, and chemistry. Of the three attitude components the affective component, in particular, has been interpreted as an indicator of the pupils' school motivation and its development.
MAIN FINDINGS	General school motivation is positive. In specific subjects motivation depends on whether the pupil is a fast or slow learner, whether the studied course is an advanced or ordinary level course, and whether the subject is studied by the pupils or not. In fast learners and in advanced course the motivation curve exhibits upward and downward swings, while in slow learners and in ordinary course the curve is even.
TIME SCHEDULE	Starting date I/71 Date of completion XII/72
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	concentrated teaching motivation

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH	Periodiluvun taustaa ja kokemuksia periodiluvusta Suomessa. Periodilukututkimus.
TITLE OF THE RESEARCH	A study of concentrated teaching
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Saari, Hannu, Ed.Lic.
BIBLIOGRAPHIC REFERENCE	Saari, Hannu, Periodiluvun taustaa ja kokemuksia periodiluvusta Suomessa. Periodilukututkimus. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 153. 1972. 55p. ISBN 951-677-053-3.
BACKGROUND, AIMS	The purpose was to collect information about teachers' "everyday experience" concerning a variety of concentrated learning (Epocheunterricht, periodläsning).
SAMPLE	
METHODS	
MAIN FINDINGS	A literature survey shows that concentrated learning schedules have a long history. The division of the schoolday into various lessons (distributed learning) dates back to the period of Enlightenment. Concentrated learning is a means of overcoming the piecemeal character of teaching and learning. In Finland, concentrated learning has been used experimentally during the last 20 years. The results indicate that concentrated learning is a feasible way of organizing school work, which makes easier to coordinate school work and make it more effective.
TIME SCHEDULE	Starting date I/71 Date of completion VIII/72
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	concentrated teaching course organization

96.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Televisio-oppitunnin rakenteen suunnittelusta korkeakouluopetuksessa On the planning of a TV-lesson in higher education
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Peisa, Seppo, B. A. Pirttimäki, Reijo, B. A. Salmela, Ritva, Ed. M. Silvennoinen, Martti, M. A. Taipale, Hannu, B. A. Vihriälä, Kari, Ed. M.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS SAMPLE METHODS	The aim of this study is to find out in what way TV-recordings of different lengths presented during lesson will affect learning results and , on the other hand, what is the most profitable way to present TV-recordings, as one organized whole or spaced. Subjects: The students attending the basic course of education and those taking the first degree courses of education in autumn 1972 (N=120, N=50-60 approx.) Each group of students (2 groups from both of the course levels) is presented 4 TV-recordings of different kind; lengths of these recordings vary. Methods of measurement mostly consist of learning tests. Methods of analysis: analysis of variance. A subproject of the Research of Educational Television and its small-scale production on university level. Under: Ass. Prof. P. Pitkänen
TIME SCHEDULE	Starting date I/72 Probable completion date _/73
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	closed-circuit television educational television instructional television

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Ehtoja saaneiden ja luokalle jääneiden määristä eräiden kokeiluperuskoulujen yläasteiden IX luokilla lukuvuoden 1970/71 päätyttyä The amount of conditional promotion and nonpromotion in grade IX of some experimental comprehensive schools at the end of the school year 1970/71
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Suomalainen, Markku, M. Ed.
BIBLIOGRAPHIC REFERENCE	Suomalainen, Markku, Ehtoja saaneiden ja luokalle jääneiden määristä eräiden kokeiluperuskoulujen yläasteiden IX luokilla lukuvuoden 1970/71 päätyttyä. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 120. 1971. 10p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to investigate the amount of and causes for conditional promotion and non-promotion. The investigation covered IX-graders in 11 experimental comprehensive schools, 824 pupils in all. Data were collected by a questionnaire presented to the principals. Alltogether 155 marks 4 (Fail) were given to 96 pupils (=11.7 %). 46.4 % of these marks were given in the second foreign language. 40.7 % of those conditionally promoted had poor school achievements in general or had requested conditional promotion. 60.4 % of the pupils succeeded in passing the extra examination, and were promoted. 5.7 % of the pupils investigated were not promoted. It can be assumed that the motive of those who requested non-promotion was reluctance to be moved to an easier course, because this in many cases limits admission to further studies.
TIME SCHEDULE	Starting date IX / 71 Date of completion XII/ 71
SOURCE OF FINANCE	National Board of Education, Research and Development Bureau
DESCRIPTORS	grade repetition

98.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH	Kokeiluperuskoulujen yhteiset vieraiden kielten kokeet 1970-1971
TITLE OF THE RESEARCH	School achievements in foreign languages in experimental comprehensive schools in 1970-1971
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Takala, Sauli, M. A.
BIBLIOGRAPHIC REFERENCE	Takala, Sauli, Kokeiluperuskoulujen yhteiset vieraiden kielten kokeet 1970-1971. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 115. 1971. 24p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The aim was to (1) describe the evaluation program in foreign languages in the experimental comprehensive schools, and (2) to present the results of achievement tests in 1970-1971. Grades VI-IX of the experimental comprehensive schools participated in the study as well as a few secondary schools (grade V).Reliability coefficients varied between .49 and .93 (split half), and the difficulty levels were generally suitable. The results indicate that the advanced course (compr. school) performed better on the same tests than the intermediate course (compr. school) and the secondary grades. This interpreted to indicate that organizational differentiation produces expected results. The difference between the advanced and intermediate courses was rather great, and the intermediate course was found to be more heterogeneous than the advanced course. Appr. 3-11 % of intermediate course students obtained a result equal to or better than the average achieved by advanced course pupils.
TIME SCHEDULE	Starting date XI /70 Date of completion XII/71
SOURCE OF FINANCE	National Board of Education, Research and Development Bureau
DESCRIPTORS	academic achievement curriculum evaluation

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Tasokurssivalinnat, kurssien vaihtaminen ja tukiopetukseen osallistuminen oppilaalle vieraissa kielissä Course choices and changes and remedial instruction in foreign languages
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Takala, Sauli, M. A.
BIBLIOGRAPHIC REFERENCE	Takala, Sauli, Tasokurssivalinnat, kurssien vaihtaminen ja tukiopetukseen osallistuminen oppilaalle vieraissa kielissä. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 119. 1972. 25p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose was to study course choices and changes and participation in remedial instruction in foreign languages in experimental comprehensive schools. The data were gathered by means of questionnaires in spring 1971. The sample consisted of 712 pupils. The results indicate that those pupils who had chosen the intermediate course were more often satisfied with their choice than those who had chosen either the general course or the extensive course. Most of the course changes were to the intermediate course. Approx. 30 per cent of the pupils had participated in remedial instruction in foreign languages but 60 per cent were willing to participate. Almost all wanted to get as much remedial teaching as at the present or even more. More than 80 per cent of the pupils considered remedial instruction useful. Remedial instruction had mostly dealt with grammar.
TIME SCHEDULE	Starting date III/71 Date of completion VI/72
SOURCE OF FINANCE	Institute for Educational Research National Board of Education

100.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Oppikoululaisten fyysinen aktiivisuus ja liikuntaharrastukset. 2. Liikuntaharrastuneisuuden faktorirakenne Secondary school pupils' physical activity and leisure-time sports. 2. Factor structure of sport activities
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Telama, Risto, Ph. D.
BIBLIOGRAPHIC REFERENCE	Telama, Risto, Oppikoululaisten fyysinen aktiivisuus ja liikuntaharrastukset. 2. Liikuntaharrastuneisuuden faktorirakenne. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 102. 1971. 68p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	As a part of a larger project the purpose of this study is to describe the factor structures of secondary school pupils' sports activities and interests, to explain the invariance of the factor structures, and to compare the factor structures obtained in different groups. The subjects were secondary school pupils in II,IV and VII grades 185 classes were chosen, by means of stratified sampling, representing grouplevel sample (unit: class). The actual sample on the individual level includes 585 boys and 580 girls. Sports activities were measured by a questionnaire. Sports activities seem to be differentiated primarily along two basic dimensions: 1. Competitive versus non-competitive and 2. individual versus team sports. No great differences could be found between boys and girls, urban and rural communities in regard of factor structures. The factor structure on group level corresponded quite well to that of individual level, and sports activities are regionally grouped in a way which can at least to some extent be interpreted phychologically.
TIME SCHEDULE	Starting date __/__ Date of completion __/71
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	age

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Oppikoululaisten fyysinen aktiivisuus ja liikuntaharrastukset. 3. Ikä ja liikuntaharrastuneisuus Secondary school pupils' physical activity and leisuretime sports. 3. Age and sports activities
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Telama, Risto, Ph. D.
BIBLIOGRAPHIC REFERENCE	Telama, Risto, Oppikoululaisten fyysinen aktiivisuus ja liikuntaharrastukset. 3. Ikä ja liikuntaharrastuneisuus. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos.Report 107. 1971. 73p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	As a part of a larger project the purpose of this study was to describe quantitative and qualitative changes taking place during secondary schooling and to explain generally which factors connected with development and socialization possibly could explain the changes. The population consisted of pupils in the II, IV and VII grades of Finnish secondary schools. By stratified sampling 40 schools and their 3340 pupils were chosen into the sample. Average ages on the corresponding class-levels were 13.1, 15.3 and 18.4 years. Generally sports-activities greatly decrease with age, but not in the same way on the different dimensions of sports-activities. Boys' interest in competitive ball-games and girls' interest in competitive sports decreased most. With age, the preference in fitness training in boys and the preference in gymnastics in girls increase.
TIME SCHEDULE	Starting date IX / 71 Date of completion II / 72
SOURCE OF FINANCE	Ministry of Education
DESCRIPTORS	age physical activities interests

102.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Oppikoululaisten fyysinen aktiivisuus ja liikuntaharrastukset. 4. Selittävä osa ja yhteenveto Secondary school pupils' physical activity and leisure-time sports 4. Explanatory part and summary
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Telama, Risto, Ph. D.
BIBLIOGRAPHIC REFERENCE	Telama, Risto, Oppikoululaisten fyysinen aktiivisuus ja liikuntaharrastukset 4. Selittävä osa ja yhteenveto. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 142. 1972. 157p. ISBN 951-677-037-1
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The aim of the study was 1) to develop a method for measuring physical activity and leisure-time sports in large groups, 2) to describe secondary school pupils' physical activity and leisure-time sports and 3) to find out to what extent certain factors connected with an individual and his social and physical environment explain physical activity and leisure-time sports, and thus lay foundation for the construction of a theory explaining both physical activity and leisure-time sports. The previous reports on the project deal with 1) the measurement of physical activity, 2) the description of physical activity and leisure-time sports, 3) the factor structure of sports activities and 4) the relations of age and sports activities. This report presents a summary of all the previous reports, results of the explanatory part, the theoretical background of the entire study and the discussion. The population of the study consisted of pupils from 42 Finnish secondary schools, boys and girls, from whom 4271 II-, IV- and VII- graders were chosen by stratified sampling.
TIME SCHEDULE	Starting date I /71 Date of completion VII/ 72
SOURCE OF FINANCE	Ministry of Education

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Esikoulumateriaali ja sen tarve Preschool material and its demand
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Tiihonen, Eila, Assistant
BIBLIOGRAPHIC REFERENCE	Tiihonen, Eila, Esikoulumateriaali ja sen tarve. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 140. 1972. 28p. ISBN 951-677-035-5.
BACKGROUND, AIMS	The purpose of the study was to make a survey of all available preschool material in use in the experimental preschool classes and to judge the applicability of the said materials on the basis of teacher-ratings.
SAMPLE	
METHODS	
MAIN FINDINGS	Results: Preschool material consists of both play- and teaching equipment. Preschool classes functioning under the social system have considerably more materials than the classes supervised by the school system. Majority of the available materials is felt quite suitable for preschool use by the teachers, and only a few materials have been considered 'not suitable'. At the moment the greatest demand for material is found in traffic instruction materials, learning games requiring deduction, wall-pictures and cheap equipment for out-door play.
TIME SCHEDULE	Starting date X/71 Date of completion __/72
SOURCE OF FINANCE	
DESCRIPTORS	preschool education

104.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Päätöksentekoprosesseista korkeakouluissa On the decision-making processes in universities and colleges
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Vartola, Juha
BIBLIOGRAPHIC REFERENCE	Vartola, Juha, Päätöksentekoprosesseista korkeakouluissa. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos. Report 143. 1972. 82p. ISBN 951-677-038-X.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	This study is a part of the university administrative reform project. The investigation was carried out theoretically and it explored the Finnish system of higher education, individual universities and colleges in the light of the aims of higher education. Along these lines university administration can be described as a medium for the implementation of the aims of higher education. Furthermore an attempt was made to illustrate the present system of university administration through the decision-making process. In addition, the system of university administration was explored on the basis of task division and decision power on the various levels in relation to the progress of matters being decided upon. Finally the decision-making process was evaluated on the basis of available criteria.
TIME SCHEDULE	Starting date __/__ Date of completion __/ 72
SOURCE OF FINANCE	
DESCRIPTORS	university administration

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Oppilaiden persoonallisuuden piirteet oppilaiden itsensä, opettajien ja luokkatovereiden arvioimina Some personality traits in children as rated by their teachers, their peers, and themselves
ORGANISATION/INSTITUTE	Kasvatustieteiden tutkimuslaitos Institute for Educational Research
RESEARCHERS	Ylinentalo, Oiva, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute for Educational Research, University of Jyväskylä.
BACKGROUND, AIMS	This study is directed to finding out to what degree there is correspondence between self-ratings and ratings by teachers and peers when the ratings are concerned with the personality of the same pupils.
SAMPLE	About 1200 pupils from the 4th to 8th forms of the primary school were included in the study.
METHODS	The personality inventory II of the Institute was presented to the pupils and the teachers and peers filled in a rating scale measuring the same traits. The correspondence of ratings is studied by coefficients of correlation.
TIME SCHEDULE	Starting date __/69 Probable completion date __/73
SOURCE OF FINANCE	
DESCRIPTORS	individual characteristics peer rating validity

106.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Maantiedon tietoaineksen säilyvyydestä ja siihen yhteydessä olevista tekijöistä oppikouluasteella Factors predicting retention of knowledge of geography at secondary school
ORGANISATION/INSTITUTE	Oulun yliopisto. Käyttäytymistieteiden laitos Institute of Behavioral Sciences, University of Oulu
RESEARCHERS	Jussila, Martti, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	Jussila, Martti, Maantiedon tietoaineksen säilyvyydestä ja siihen yhteydessä olevista tekijöistä oppikouluasteella. Acta Universitatis Ouluensis, Series B. Humaniora 2, Pedagogica 1. 1972. 164p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The study dealt with the retention of learning geography and the factors related to it. There were three measurements: in the beginning and the final stage of the upper secondary school and one measurement between these two stages. The results showed that the students at the upper secondary school had retained well knowledge about geography read at the lower secondary school. In the essential areas of knowledge the student's knowledge had, in fact, improved. About the factors regulating the retention, interests' in particular, were found out to be of great value. Boys seemed to have retained geography knowledge better than girls. About the student-factors general school achievement (matriculation examination, grade point average) seems to be connected with retention of knowledge. The study also showed that teacher factors are also connected with retention.
TIME SCHEDULE	Starting date XI/ 69 Date of completion XI /72
SOURCE OF FINANCE	Humanities Research Council
DESCRIPTORS	retention

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Esikoulun integroivan opetuksen suunnitelma The integrative curriculum for pre-school
ORGANISATION/INSTITUTE	Oulun yliopisto. Käyttäytymistieteiden laitos Institute of Behavioral Sciences, University of Oulu
RESEARCHERS	Kyöstiö, O. K., Prof. Saarinen, Pirkko, Assoc. Prof. Lampi, Annikki, M.A. Kyröläinen, Kaisu, teacher
BIBLIOGRAPHIC REFERENCE	Kyöstiö, O. K. & Saarinen, Pirkko & Lampi, Annikki & Kyröläinen, Kaisu, Esikoulun integroivan opetuksen suunnitelma. Oulun yliopisto. Käyttäytymistieteiden laitos. Report 11. 1972. 90p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The aim has been to prepare for nursery schools (5-6-year-olds) a curriculum in which integrated learning situations have been arranged. In this plan the following factors have been taken into consideration: needs of the child, developmental level, spontaneity, individuality and availability of options. To make it easier to analyze the material the child's development has been divided in five areas: biological, intellectual, ethical, social and esthetic. The report presents the principles of working, concrete examples of application and a plan for a whole school day and a description about its implementation (a film about this available 40 min/Sony). The curriculum can be used in the nursery school practice partly as such, partly as a stimulus for new ideas.
TIME SCHEDULE	Starting date III/72 Date of completion X /72
SOURCE OF FINANCE	National Board of Education
DESCRIPTORS	preschool education

108.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Pohjois-Suomen koululaisten kehitystutkimus Developmental study on pupils in northern Finland
ORGANISATION/INSTITUTE	Oulun yliopisto. Käyttäytymistieteiden laitos Institute of Behavioral Sciences, University of Oulu
RESEARCHERS	Kyöstiö, O. K., Prof. Jussila, Martti, Ed. Lic. Vaherva, Tapio, Ph. Lic.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Behavioral Sciences, University of Oulu.
BACKGROUND, AIMS SAMPLE METHODS	The aim of the study is to measure the essential developmental features of children in northern Finland during the comprehensive school and to make some comparison for instance with the results obtained by the "Healthy Child" research project. A special aim is to find out to what degree the differing climatic and social conditions of the North have an influence on the development of the child. The study was started in September 1970 and it lasts for 9 years. In accordance with the follow-up method the change in the intellectual, physical, emotional and social developmental components and general trends are assessed.
TIME SCHEDULE	Starting date XI /69 Probable completion date XII/ 79
SOURCE OF FINANCE	A grant for the pilot study from the Foundation of the University of Oulu. Social Science Research Council has to date financed the measurements of the actual study.
DESCRIPTORS	student development

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Oppikoulun järjestysmuotokysymys 1920- ja 1930-luvuilla. The issue of the organization of secondary education in the 1920's and 30's.
ORGANISATION/INSTITUTE	Tampereen yliopisto. Kasvatustieteen laitos Institute of Education, University of Tampere
RESEARCHERS	Kiuasmaa, Kyösti, Ph.D.
BIBLIOGRAPHIC REFERENCE	Kiuasmaa, Kyösti, Oppikoulun järjestysmuotokysymys 1920- ja 1930-luvuilla. Tampereen yliopisto. Kasvatustieteen laitos. Report A 2. 1971. 165p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The aim of the study has been to investigate the pedagocical and cultural circumstances which have influenced the contents and ongoing discussion of bills proposed by the educational committees and governments in the 1920's and 30's. The study has centred around the question of basic and comprehensive schools from the legislative point of view of organization. The methods used is historical analysis, the contents concentrate on the history of education. The results indicate among other items, that school reforms were closely connected with the part politics of the era and its fluctuations, especially as to the bill of the year 1936 and the so-called Lex Hannula.
TIME SCHEDULE	Starting date I/70 Date of completion V/71
SOURCE OF FINANCE	A research grant from the Emil Aaltonen Foundation
DESCRIPTORS	organization

110.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Käyttäytymisongelmien esiintyminen ja niiden identifiointi perus-, oppi- ja kansalaiskoulujen saman kouluvuoden oppilailla Behaviour problems of pupils and their identification in comprehensive secondary and civic schools
ORGANISATION/INSTITUTE	Turun yliopisto, Kasvatustieteen laitos Institute of Education, University of Turku
RESEARCHERS	Aho, Sirkku, Lic.Pol.Sci.
BIBLIOGRAPHIC REFERENCE	Aho, Sirkku, Käyttäytymisongelmien esiintyminen ja niiden identifiointi perus-, oppi- ja kansalaiskoulujen saman kouluvuoden oppilailla. Turun yliopisto. Kasvatustieteen laitos. 1972.
BACKGROUND, AIMS	The purpose of the investigation was to study the occurence of behaviour problems and their identification in the pupils of the comprehensive, secondary and civic schools from their own, their teachers' and their parents' point of view.
SAMPLE METHODS MAIN FINDINGS	Subjects comprised 757 pupils, their parents and 36 teachers. Information was gathered by different kinds of questionnaires. The results reported the frequences of the different kinds of behaviour problems, their factor structures, how the occurrence of problems was connected with organism and environment variables of the pupils (school form, school achievement, school phobia, sex, locality, social status, home conditions and relation to parents), how teachers identify the behaviour problems of their pupils and what teacher variables were related to the accuracy of ratings and how teachers identify the behaviour problems of their children.
TIME SCHEDULE	Starting date I/71 Date of completion IX/72
SOURCE OF FINANCE	Research grant of the universities in 1971 and in 1972
DESCRIPTORS	behaviour problems

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Erilaisten käsityönopetusjärjestelyjen vaikutus oppilaiden kätevyyteen, luovaan kykyyn ja asenteisiin The influence of different systems of teaching handicrafts on the dexterity, creative ability and pupil attitudes
ORGANISATION/INSTITUTE	Turun yliopisto. Kasvatustieteen laitos Institute of Education, University of Turku
RESEARCHERS	Kananoja, Tapani, M.A.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Turku.
BACKGROUND, AIMS SAMPLE METHODS	To find out the effects on students 1. of the role-bound textile and technical handicrafts (the primary school curriculum) 2. of the textile and technical handicrafts taught in six-week periods (the contents of the primary school curriculum), and 3. of design teaching (giving stimuli for creative work). Subjects: about 350 pupils from the 3rd form of the primary school, age range: 9-10 years. Investigation methods: The Heinonen tests of primary mental abilities, tests of creative ability by Torrance and others, the attitude scale used by Ostela and evaluation of finished products with regard to creativity, technical accomplishment and the adequacy of planning. Statistical methods: analysis of variance.
TIME SCHEDULE	Starting date __/70 Probable completion date __/73
SOURCE OF FINANCE	A grant from the National Board of Education
DESCRIPTORS	handicrafts creativity attitudes

112.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Opetusharjoittelun ohjaus ja opetustaidon arvioiminen opettajakoulutuksessa Guidance for teaching practices and evaluation of the teaching skills in teacher education
ORGANISATION/INSTITUTE	Turun yliopisto. Kasvatustieteen laitos Institute of Education, University of Turku
RESEARCHERS	Karvonen, Juhani, Prof. Lahdes, Erkki, Ass. Prof.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Turku
BACKGROUND, AIMS SAMPLE METHODS	In this research problems of the guidance for teaching practices and the evaluation of the teaching skills will be investigated starting from the theoretical point of views of a theory of teaching and evaluation. On the basis of results concrete proposals are planned for improving the guidance and evaluation during practice teaching. The research deals with 1) the opinions and attitudes of teachers and student teachers of the comprehensive school, the upper secondary school and vocational schools, and school authorities, towards the guidance and evaluation of teacher training, and 2) towards different kinds of methods of teaching practices and evaluation. The research is a separate study which will be coordinated with the ongoing general analysis of the problems of evaluation and plans for the improvement of teacher training.
TIME SCHEDULE	Starting date VI/72 Probable completion date __/__
SOURCE OF FINANCE	
DESCRIPTORS	attitudes teacher evaluation teacher education teaching methods

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Kaksi- ja yksikielisten lasten älykkyyden, koulusaavutusten ja verbaalisten ilmausten eroista, sekä heidän vanhempiensa kielitaitojen ja mielipiteiden eroista Differences in the intelligence, school achievements and verbal expressions of bi- and monolingual children, and differences in their parents' opinions and language skills
ORGANISATION/INSTITUTE	Turun yliopisto. Kasvatustieteen laitos Institute of Education, University of Turku
RESEARCHERS	Kärki, Maija, M.A.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Turku.
BACKGROUND, AIMS	To find out whether there are differences between bi- and monolingual groups in areas mentioned above.
SAMPLE	Subjects: 156 pupils from the 4th form ofthe elementary school from bi- and monolingual regions.
METHODS	Investigation methods: verbal and non-verbal tests, a written composition, a questionnaire. Data analysis: discriminant analysis.
TIME SCHEDULE	Starting date __/70 Probable completion date __/__
SOURCE OF FINANCE	
DESCRIPTORS	bilingualism

114.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Yhteenvetoa nuorten opettajien mielipiteistä saamansa valmistuksen tarkoituksenmukaisuudesta I Young teachers' views about the relevance of their training I
ORGANISATION/INSTITUTE	Turun yliopisto. Kasvatustieteen laitos Institute of Education. University of Turku
RESEARCHERS	Lahdes, Erkki, Ed.D.
BIBLIOGRAPHIC REFERENCE	Lahdes, Erkki, Yhteenvetoa nuorten opettajien mielipiteistä saamansa valmistuksen tarkoituksenmukaisuudesta I. Turun yliopisto. Kasvatustieteen laitos. Series A:15. 1971. 43p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	Ausubel's theory of learning was applied to a critical examination of teachers' views about their training. The following hypotheses were verified: 1. Teachers have experienced their training in the colleges to have been mostly of the reception-rote-type. 2. They would have preferred a discovery-meaningful-type of learning (secondary school teachers more than primary school teachers). It was also established that the primary school teachers appreciate more general pedagogical studies while the secondary school teachers set more value on the didactics of their own subject and subject studies.
TIME SCHEDULE	Starting date __/__ Date of completion ___/71
SOURCE OF FINANCE	
DESCRIPTORS	teacher education

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Lukion opintoyhteistyömahdollisuuksien yhteydet oppilaiden ja opettajien asenteisiin The democracy in the high school level and its connections with the attitudes of students and teachers
ORGANISATION/INSTITUTE	Turun yliopisto. Kasvatustieteen laitos Institute of Education, University of Turku
RESEARCHERS	Niinistö, Kari, Lic. Pol. Sci.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Institute of Education, University of Turku.
BACKGROUND, AIMS SAMPLE METHODS	The purpose of the study is to find out - whether there is pupil participation in our upper secondary schools - how pupil participation is related to the attitudes of students and teachers - whether students' subjective views of the amount of democracy differ from the official viewpoint of the school. Subjects: The population consists of all the students on the school leaving level of the upper secondary school, from which a stratified sample of 2203 students from 77 schools. Measuring scales: The attitudes measured are: anomie, radicalism - conservatism, dogmatism, teen-age radicalism, positive attitude to school, achievement motivation, attitude towards school climate, internal - external/control, rating by students and teachers about the amount of school democracy, teachers' attitude to school democracy etc. The research is made in connection with IEA "Six subject survey". The project is part of the national subproject.
TIME SCHEDULE	Starting date __/72 Probable completion date __/73
SOURCE OF FINANCE	
DESCRIPTORS	school democracy

116.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Ääneen ja ääneti lukemisen opetuksen suhteellinen tehokkuus. Eksperimentaalinen tutkimus Relative efficiency of teaching oral or nonoral reading. Experimental study
ORGANISATION/INSTITUTE	Turun yliopisto. Kasvatustieteen laitos Institute of Education. University of Turku
RESEARCHERS	Viitaniemi, Eero, D.Pol.Sci.
BIBLIOGRAPHIC REFERENCE	Viitaniemi, Eero, Ääneen ja ääneti lukemisen opetuksen suhteellinen tehokkuus. Eksperimentaalinen tutkimus. Helsinki: Otava. 245p. 1971.
BACKGROUND, AIMS	The main task has been to find out to what degree the 3rd, 4th and 5th formers in the primary school are able to benefit from the teaching of oral and nonoral reading.
SAMPLE	Material: 2111 pupils, 113 classes, 85 teachers, 32 schools and 18 communes in Southern and South-western Finland.
METHODS	The paired comparisons method using normalized standard progress scores (the differences between the initial and the final tests), analysis of covariance. The control group model for nonequivalent groups, 4 reading tests with a retest.
MAIN FINDINGS	Results: On the 3rd form the oral and mixed methods of reading proved to be more efficient than the silent reading. On the 4th form the silent reading was better than the oral reading. On the 5th form the oral reading was better as measured by the oral test, the silent reading gave better results as measured by the speed and perception tests of silent reading. Silent reading should be used more in teaching. This has been recognised in our schools, but the knowledge has not been applied.
TIME SCHEDULE	Starting date __/64 Date of completion __/71
SOURCE OF FINANCE	Research grants from the Finnish Pedagogical Association, The Osk. Huttunen Foundation, The Council of the University of Turku and The Finnish Cultural Foundation.
DESCRIPTORS	oral reading silent reading

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Adolescents and educators. An analysis of the problems of adolescents and an experiment carried out in the 4th form of secondary schools in Turku, Finland
ORGANISATION/INSTITUTE	Turun yliopisto. Kasvatustieteen laitos Institute of Education, University of Turku
RESEARCHERS	Vikainen, Inkeri, Prof.
BIBLIOGRAPHIC REFERENCE	Vikainen, Inkeri, Adolescents and educators. An analysis of the problems of adolescents and an experiment carried out in the 4th form of secondary schools in Turku, Finland. Annales Universitatis Turkuensis, Series B, Tom. 123. 230p. 1971.
BACKGROUND, AIMS	The aim of the study was to find out whether a certain kind of group counseling method can change the secondary school pupils' attitudes to school work and educators.
SAMPLE METHODS	The sample consisted of the 4th forms of the secondary schools in Turku (N=32) with their form masters. Additional inquiries were taken with 601 pupils and 190 teachers. The initial and final measurements by attitude scales were carried out in 1963 during the spring term. The answers were analysed to find out relevant intervening variables.
MAIN FINDINGS	The analysis gave a number of results, but the results of the experiment were rather indefinite. The treatment had an expected influence on the boys' attitudes. As to girls, the results gave support to a theory according to which the used method makes it easier to express hostile attitudes which in turn has an beneficial effect on school achievement. Research can be used in counseling practice. In further studies the influence of confusing factors will have to be controlled better.
TIME SCHEDULE	Starting date XII/62 Date of completion XII/71
SOURCE OF FINANCE	Social Science Research Council
DESCRIPTORS	adolescents attitudes

118.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Leikkivälinetutkimus. Leikkivälineiden psykologisten toimintojen kartoitus. Study of children's toys. Psychological functions of toys.
ORGANISATION/INSTITUTE	Mannerheimin Lastensuojeluliitto Mannerheim League for Child Welfare
RESEARCHERS	Lahtinen, Anja, Ed.Lic.
BIBLIOGRAPHIC REFERENCE	Lahtinen, Anja, Leikkivälinetutkimus. Leikkivälineiden psykologisten toimintojen kartoitus. Mannerheimin Lastensuojeluliitto. Childreport A 1. 1971. 75p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to analyse the psychological functions required by different types of toys. For research purposes 1964 toys were registered. On the basis of the obtained card files each toy was evaluated with regard to whether it required any of the following thirteen psychological functions: looking, listening, touching, discrimination, language, learning, deduction, movement, perceptual motor coordination, emotion, playing together, roles and creative thinking. The results: For children under one year there is not enough playthings. Continuous attention should be paid to the development of a varied range of toys for looking, listening and touching. Older children's toys were not found to be fully satisfactory because the amount of creative action, discovery, teaching aids, language and deduction required by the toys was small, and thus it was concluded that there should be more creative toys after the first year of age. Other deficiences: 25 % of the toys were easily broken or they included parts which were easily lost. Playthings for group play or outside play were rather few. Almost half of the toys required at least a space of 4 square meters.
TIME SCHEDULE	Starting date 1 /70 Date of completion 11/71
SOURCE OF FINANCE	
DESCRIPTORS	toys

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Nuorison ammatilliset suunnitelmat I Occupational orientation of young people in Finland I
ORGANISATION/INSTITUTE	Työvoimaministeriö, Ammatinvalinnanohjaustoimisto Ministry of Labour, Vocational Guidance Office
RESEARCHERS	Tapaninen, Antti, M.A. Romppainen, Anna-Maria, B.A. Multimäki, Kaarlo, M.Ed.
BIBLIOGRAPHIC REFERENCE	Tapaninen, Antti & Romppainen, Anna-Maria & Multimäki, Kaarlo, Nuorison ammatilliset suunnitelmat I. Työvoimaministeriö. Ammatinvalinnanohjaustoimisto. Report 22. 1970. 36p.
BACKGROUND, AIMS	The purpose was to map the occupational plans of the students on the final grade of comprehensive school. The main interest lay in finding out the orientation of young people towards different occupations and occupational fields, further in finding out the background variables which influence the orientation.
SAMPLE	N = 9160 students, i. e. an approximately representative 10 per cent sample of the whole age group.
METHODS	
MAIN FINDINGS	The results indicated that sex and type of school exert the most decisive influence on occupational orientation whereas. The area of residence (ecological background) is relatively unimportant. Similarly manner the social status of parents was some influence on the level of aspiration but almost no influence on the chosen field of occupation. The study is planned to be repeated at a few years' intervals so that the changes and the direction of development can be seen.
TIME SCHEDULE	Starting date III/67 Date of completion XII/70
SOURCE OF FINANCE	
DESCRIPTORS	occupational choice

120.

COUNTRY	Finland
DATE	December 1972
RESEARCH IN PROGRESS TITLE OF THE RESEARCH	Nuorison ammatilliset suunnitelmat II Occupational orientation of young people in Finland II
ORGANISATION/INSTITUTE	Työvoimaministeriö, Ammatinvalinnanohjaustoimisto Ministry of Labour, Vocational Guidance Office
RESEARCHERS	Tapaninen, Antti, M.A.
BIBLIOGRAPHIC REFERENCE	A report will be published in the report series of the Ministry of Labour, Vocational Guidance Office.
BACKGROUND, AIMS	The aim of the investigation is to examine the changes in the occupational orientation during the period of 1967-72. In 1967 a similar study was carried out with which the results of the present study can be compared.
SAMPLE	A national sample of 5000 civic and grammar school-pupils age 14-16 years.
METHODS	The data have been gathered in class with a questionnaire particularly designed for the purpose. The data processing is mainly cross tabulation; a comparison with the results attained 5 years earlier. The study is a part of a continuing follow-up study which is repeated at regular intervals. The purpose is to gather some basic information needed in guidance work.
TIME SCHEDULE	Starting date III/72 Probable completion date X / 73
SOURCE OF FINANCE	
DESCRIPTORS	occupational choice

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Koulutusrakenteen erilaistuminen, sijaintianalyyttinen tutkimus keskiasteen koulutuspalveluksista Suomessa The differentiation of the educational structure. A location analysis on the secondary education in Finland
ORGANISATION/INSTITUTE	Valtakunnansuunnittelutoimisto The National Planning Office
RESEARCHERS	Lehtinen, Jukka, Ph. D.
BIBLIOGRAPHIC REFERENCE	Lehtinen, Jukka, Koulutusrakenteen erilaistuminen, sijaintianalyyttinen tutkimus keskiasteen koulutuspalveluksista Suomessa. Valtakunnan suunnittelutoimisto. Report ser. A: 27. 1972. 104p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	The purpose of the study was to search for factors which account for the regional differentiation of the structure of secondary education in Finland. It was assumed that the differences in educational structure can be explained by the regional differences in the network of central places and that regional differences have differentiated the network. It was further assumed that the differentiated centres exhibit factors of educational demand and supply in different combinations of quantity and quality. Different types of education, in turn, have different connections with those factors. The hypotheses concerning the factors of demand and supply were largely supported. The size of population increased the volume of nearly all types of education, being the central factor in most cases. The intensity of education was not much affected by the size of population. Upper-level secondary education was found to be associated with larger population centres. The volume of education turned out to be in accord with the prevailing demand of education. The age structure of the population played no significant role. The cumulation of population increased mainly the volume of lower-level secondary education, the intensity of both levels, and the diversity of education. Homogeneity of party support had only slight effects. Active information directed towards central educational authorities had some effect on educational supply. The egalitarian policy of the State had also decreased regional differences to some extent.
TIME SCHEDULE	Starting date __/68 Date of completion __/72
SOURCE OF FINANCE	
DESCRIPTORS	secondary education

122.

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Differences in ability factor profiles between mongoloid and nonmongoloid retarded subjects in discriminant analysis and after covariance adjustments
ORGANISATION/INSTITUTE	Suomen Akatemia, Valtion yhteiskuntatieteellinen toimikunta Academy of Finland, Social Science Research Council
RESEARCHERS	Kääriäinen, Risto, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	Kääriäinen, Risto, Differences in ability factor profiles between mongoloid and nonmongoloid retarded subjects in discriminant analysis and after covariance adjustments. Lärarhögskolan i Göteborg. Pedagogiska institutionen. Uppsats 9. 1972.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	18p. Computerized analyses of covariance with multiple covariates and a discriminant analysis were performed for the four ability factor scores: visual perception, memory quantitative psychomotor, and verbal and the chronological age variable to investigate the ability profile differences between mongoloid and nonmongoloid severely and moderately mentally retarded persons. The results support the earlier findings obtained in univariate analyses in psychomotor and visual perception differences between these subgroups. The obtained differences in patterns support the special nature of the mongoloid ability structure.
TIME SCHEDULE	Starting date I / 72 Date of completion XI / 72
SOURCE OF FINANCE	
DESCRIPTORS	ability structure mongolism

COUNTRY	Finland
DATE	December 1972
COMPLETED RESEARCH TITLE OF THE RESEARCH	Discrimination learning differences between mongoloid and nonmongoloid mentally reterded subjects
ORGANISATION/INSTITUTE	Suomen Akatemia. Valtion yhteiskuntatieteellinen toimikunta Academy of Finland. Social Science Research Council
RESEARCHERS	Kääriäinen, Risto, Ed. Lic.
BIBLIOGRAPHIC REFERENCE	Kääriäinen, Risto, Discrimination learning differences between mongoloid and nonmongoloid mentally retarded subjects. Lärarhögskolan i Göteborg. Pedagogiska institutionen. Uppsats 10. 1972. 10p.
BACKGROUND, AIMS SAMPLE METHODS MAIN FINDINGS	An analysis of covariance with multiple covariates and a discriminant analysis were computed for four ability factors, for the chronological age and for the discrimination learning variable to investigate the ability profile and learning differences between the mongoloid and nonmongoloid severely and moderately mentally retarded subgroups. The obtained results support the assumption made first by Clausen, that there must be compensatory mechanisms available to the mongoloid subjects.
TIME SCHEDULE	Starting date I / 72 Date of completion XI / 72
SOURCE OF FINANCE	
DESCRIPTORS	ability structure

Subject index

ability structure 122,123
academic achievement 32,37,56, 61,64,88,89,90,98
achievement need 17
achievement tests 57
administrative change 65
admission criteria 21
adolescents 117
affective objectives 41
age 100,101
alcohol education 28,29,76
alienation 75
 - teacher alienation 49
anxiety 17
attitudes 48,53,70,111,112,117
 - attitude change 53,77
 - childhood attitudes 73
 - parent attitudes 92
 - school attitudes 41,75
 - social attitudes 75
 - student attitudes 64,94
 - teacher attitudes 77

behavioral objectives 8
behavioral problems 110
bilingualism 113
blind 24
bus transportation 61

child development 59,60
childhood attitudes 73
classroom communication 3,10,14
classroom observation techniques 11,14
closed circuit television 96
cognitive development 91
communication skills 51,59
community work 25
comparative education 64
comprehensive school 36
concentrated teaching 53,55,56, 70,94,95
content analysis 28,29,30
continuation education 68
counseling 46
course organization 95
creativity 62,63,111
curriculum 29,52,107
 - curriculum development 35, 45,78
 - curriculum evaluation 98
 - curriculum planning 27

decision making 71,104
differentiation 78
distributed teaching 53,55,56
drug abuse 20,22
drug addiction 20,22

ecological factors 32
educational development 30,31
educational environment 64
educational history 18
educational objectives 35,52
educational opportunities 64
educational radio 77
educational television 77,96
educational theories 2,14
effective teaching 88
elective subjects 44
enrichment programs 51,62,63
environmental influences 25,61
 - family environment 26
 - work environment 67
episode teaching 1
evaluation 64,78,79
 - evaluation techniques 37,112
extended school day 61

factor structure 91
family environment 26
Finnish 57

grade repetition 97
guidance 46

handicrafts 111
higher education 34,43,69,72

individual characteristics 105
individualization 44,99
information sources 46
inservice teacher education 77
instruction 4
 - instructional materials 39,47,48, 52,80,83,84,86,87
 - instructional process 3,10,12
 - instructional television 96
 - language instruction 23,38
 - mathematics instruction 33,40
 - remedial instruction 81,82,83,85,99
integration 107
intellectual development 59
intelligence tests 59,60
interaction process analysis 11,14
interests 100,101
ITPA 58
language ability 59
language development 26
language instruction 23,38

learning
  - second language learning 16,55,56,99
  - learning difficulties 33,82,91
legal protection 67,71
legislation 43

mass media 74
mathematics 39,79,80,81,82,83,84,86,87
mathematics instruction 33,40
mental retardation 122,123
mongolism 122,123
motivation 50,54,94

nongraded school 15,16
nonprofessional personnel 71
number concepts 40

objectives 7,8,36
  - affective objectives 41
  - behavioral objectives 8
  - educational objectives 9,35,52
occupational choice 119,120
oral reading 91,116
organization 109

parent attitudes 92
peer rating 105
personality 48
  - personality development 88,89
  - personality studies 49
physical activities 100,101,102
pictorial stimuli 47,48
preschool education 40,92,93,103,107
psycholinguistic abilities 58,59

reading
  - reading ability 51
  - reading difficulty 60
  - oral reading 91,116
  - silent reading 116
  - spelling 91
remedial instruction 81,82,83,85,99
requirements 66
researchers 68
retention 106
rural school system 61

school attitudes 41,75
school democracy 115
school planning 93
secondary education 30,109,121
secondary school students 18
second language learning 16,55,56,99
sex differences 18
silent reading 116
social attitudes 75
social background 61,90
social change 34
social factors 18
socialization 25,50,75
social studies 52
socioeconomic inequality 31
special education 33
  - teachers 21
spelling 91
sports activity 102
standards 37
student attitudes 64,94
student development 18,108
student participation 65
student teacher relationship 19
study guides 42
study habits 42
success factors 50

teacher alienation 49
teacher attitudes 77
teacher behavior 4
teacher characteristics 89
teacher education 5,6,7,8,9,13,50,77,112,114
teacher evaluation 1,89,112
teacher recruitment 1,67
teachers colleges 49,50
teacher selection 1
teaching 2,52
  - concentrated teaching 53,55,56,70,94,95
  - distributed teaching 53,55,56
  - effective teaching 88
  - episode teaching 1
  - teaching methods 4,112
  - teaching skills 89
tests 37
textbooks 29
  - textbook evaluation 84,86,87
toys 118
translation 38

university administration 65,66,67,68,69,70,72,104

validity 105
work environment 67
writing 24
  - spelling 91
  - writing difficulty 60

Index of researchers

Aho, S. 110
Alikoski, J. 1
Apiola, H. 33

Blåfield, L. 58,59

Ekola, J. 26
Elovainio, P. 34

Hakkarainen, P. 35,36
Havola-Pitkänen, L. 37
Heikkurinen, T. 2
Hirvi, V. 37
Holopainen, P. 3,14
Hughes, G. 38
Hytönen, J. 1,4
Hytönen, M. 39,40
Hämäläinen, S. 37,41,42

Jalkanen, H. 43,69
Jussila, J. 1,5,6
Jussila, M. 106,108
Järvinen, E. 76

Kainulainen, P. 20
Kananoja, T. 111
Kangasniemi, E. 44,45,46
Kansanen, P. 7,8,9
Kari, J. 47,48
Karma, K. 10,14
Karvonen, J. 49,50,51,52,77,112
Kava, L. 15
Kiuasmaa, K. 109
Komulainen, E. 1,11,12,14
Kontiainen, S. 13
Koponen, A. 53,54,55,56
Koppinen, M-L. 57
Koskenniemi, M. 14
Kuusinen, J. 58,59,60
Kyröläinen, K. 107
Kyöstiö, O. K. 107,108
Käppi, P. 61
Kärki, M. 113
Kääriäinen, R. 122,123

Lahdes, E. 112,114
Lahtinen, A. 62,63,118
Lampi, A. 107
Lehtinen, J. 121
Leimu, K. 64
Leino, A-L. 15,16
Lillberg, J. 65,66,69
Linnakylä, P. 37

Malinen, P. 27
Marin, M. 67,68,69
Moberg, S. 21
Multimäki, K. 119
Mäki-Rahkola, M. 70
Määttä, Paula 22
Määttä, Pentti 69,71,72

Niinistö, K. 115
Niskanen, E. 28
Nummenmaa, T. 52,73

Olkinuora, E. 74,75
Olkinuora, H. 29,76

Pasanen, T. 37
Patjas, E. 17
Pesonen, J. 23,24
Peisa, S. 96
Piippo, T. 77,78
Pirttimäki, R. 96
Puro, J. 79,80,81,82,83,84,85, 86,87

Rantalaiho, L. 52
Rantonen, S. 52
Renko, M. 88,89
Ritamo, J. 25
Ritvanen, R. 90
Romppainen, A-M. 119
Ruoppila, I. 91
Röman, K. 92,93
Rönnholm, P-O. 37

Saari, H. 94,95
Saarinen, P. 107
Saarnivaara, M. 50,62
Salmela, R. 96
Sauvala, A. 30,31
Shemeikka, S. 15
Silvennoinen, M. 96
Skoglund, R. 14
Suomalainen, M. 97
Sysiharju, A-L. 18

Taipale, H. 96
Takala, A. 52
Takala, S. 37,98,99
Tapaninen, A. 119,120
Telama, R. 100,101,102
Tiihonen, E. 103
Torniainen, A. 19

Uimonen, M-T. 59

Vaherva, T. 32,108
Vartola, J. 104
Vihriälä, K. 96
Viitaniemi, E. 116
Vikainen, I. 117
Västi, M. 91

Ylinentalo, O. 105

Julkaisija:

Kasvatustieteiden tutkimuslaitos
Jyväskylän yliopisto
40100 Jyväskylä 10

Published by:

Institute for Educational Research
University of Jyväskylä
40100 Jyväskylä 10, Finland
ISBN 951-677-089-4